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ABSTRACT

This book contains references to nearly 1,130 research projects either currently underway or recently completed in the United States and Canada on education beyond the high school level. The references are numbered and listed alphabetically by the name of the researcher involved, and an index lists the references by topic. (Author/HS)

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1130 *Inventory of Current Research on Postsecondary Education*

A survey of all persons thought to be devoting much of their time to research and scholarship on postsecondary education. Letters were mailed to these individuals in the fall of 1971 asking for brief information on any such research in progress. Respondents could report their projects in writing or be interviewed by telephone. Summaries of over 1100 research projects were prepared and indexed for publication. Purpose: To assist other scholars in knowing of ongoing research of interest to them and to provide a base for a proposed referral service or "people bank" for higher education. October 1971 - June 1972.

A paperback book listing the projects is being published by the Center for Research and Development in Higher Education in mid-1972 for $3.

Ellis L. Phillips Foundation, and Center for Research and Development in Higher Education.

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JB LON HEFFERLIN, MELVIN J. BLOOM,
JERRY G. GAFF, and BRENDA J. LONGACRE

CENTER FOR RESEARCH AND DEVELOPMENT IN HIGHER EDUCATION
UNIVERSITY OF CALIFORNIA, BERKELEY

CENTER FOR RESEARCH AND DEVELOPMENT IN HIGHER EDUCATION
UNIVERSITY OF CALIFORNIA, BERKELEY

The Center for Research and Development in Higher Education is engaged in research designed to assist individuals and organizations responsible for American higher education to improve the quality, efficiency, and availability of education beyond the high school. In the pursuit of these objectives, the Center conducts studies which: 1) use the theories and methodologies of the behavioral sciences; 2) seek to discover and to disseminate new perspectives on educational issues and new solutions to educational problems; 3) seek to add substantially to the descriptive and analytical literature on colleges and universities; 4) contribute to the systematic knowledge of several of the behavioral sciences, notably psychology, sociology, economics, and political science; and 5) provide models of research and development activities for colleges and universities planning and pursuing their own programs in institutional research.

ELLIS L. PHILLIPS FOUNDATION

The Ellis L. Phillips Foundation is concerned with aiding individuals achieve their goals through the improvement of social institutions such as schools, colleges, academic organizations, churches, and minority group enterprises. To this end, it has granted over $5.5 million since its founding to educational and religious institutions and associations and conducted programs such as the Academic Administration Project, of which the current publication is one result. In future years the Foundation will continue to distribute net income to a wide variety of charitable causes and hopes to develop special projects which will attract outside interest and thus have a multiplier effect by opening paths for larger funds from other sources.

ED 069265

Inventory of Current Research on Postsecondary Education 1972

A Guide to Recent and Ongoing Projects in the United States and Canada

JB LON HEFFERLIN
MELVIN J. BLOOM
JERRY G. GAFF
BRENDA JO LONGACRE

Academic Administration Project
Ellis L. Phillips Foundation

CENTER FOR RESEARCH AND DEVELOPMENT IN HIGHER EDUCATION
UNIVERSITY OF CALIFORNIA, BERKELEY

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I.

Introduction

HOW TO USE THE INVENTORY

This book contains references to nearly 1130 research projects either currently underway or recently completed in the United States and Canada on education beyond the high school. The references are numbered and listed alphabetically by the name of the researcher involved.

To find a summary of research undertaken by a particular *person*, look for that person's name in the project listings on the following pages.

To find research on a particular *topic* or by a particular *organization*, look in the Index beginning on page for that topic or organization. Then find the studies by their reference number in the project listings.

Entries for each scholar and project contain the following information:

REFERENCE NUMBER ***Subject of the Research: Either its title or the topic covered by the project***

The first paragraph contains a brief description of the *scope* of the study (for example, whether it involves only one institution, a group of institutions, a sample of students, or some other group) and the *methodology* employed (such as a case study, historical review, controlled experiment, or the like.)

The second paragraph notes any reports about the study either already published or only planned: first, bibliographic citations to results already in print; and then any available indication of planned publication of the findings, such as in a duplicated report, a journal article, or a book.

The third paragraph, if any, indicates the source of financial support for the project, if it is funded by other means than the researcher directly or by his institution.

Other projects by the same scholar or scholars, either described in the same way, or cross-referenced to a citation under the other scholar's name.

Most users of this book will be particularly interested in studies on particular topics or problems in higher education. They should check the index for references to these issues, then review the project summaries that are cited there. If the summaries indicate that preliminary reports from these projects are available, they can be examined; and finally, if necessary, the researchers themselves may be contacted for further information.

BACKGROUND OF THE INVENTORY

As one of its first acts in 1967, The Carnegie Commission on Higher Education under Clark Kerr's leadership sponsored the first thorough-going review of all research currently underway on higher education–both to learn from the existing projects and to avoid launching duplicative studies. The Center for Research and Development in Higher Education undertook this pioneering task for the Commission, and as a result, Dale Heckman's and Warren Bryan Martin's *Inventory of Current Research on Higher Education 1968* was published under Commission auspices by McGraw-Hill in 1968.

That volume proved to be highly useful to scholars of higher education both in the United States and abroad, many of whom share similar interests but have few mutual contacts. It advised them of colleagues with related concerns at other institutions and in other disciplines, and it alerted them to research projects that they might not have otherwise learned about until the results of the projects were published months or years later. But unlike similar inventories in other countries, the 1968 survey led to no continuously updated and revised source of information on current research regarding American higher education.

Other resources have only partially met the need for updated information on this research. While the Science Information Exchnage in Washington, D.C., has continued to expand its coverage of ongoing research in all fields beyond projects financed by the federal government, its files as yet include few non-government funded projects on higher education, and its higher education files contain many more resumes of development and training projects than of analytic studies.*

At the American Council on Education, Mrs. Sybil T. Welden has performed an invaluable service with her monthly *Report on Questionnaires*, which alerts scholars and administrators to current institutional surveys, but the scope of her reports has been limited to interinstitutional questionnaires and empirical surveys. And while the ERIC Clearinghouses have kept up with research in education, their publications are bibliographically-oriented rather than project oriented: they abstract and synthesize research findings and documents, but do not attempt to inform interested persons about current but as yet uncompleted research projects.

Thus in 1970, the Ellis L. Phillips Foundation developed the idea of a referral service to sources of information and expertise in higher education. The Foundation, which had been created in 1930 by Ellis L. Phillips, the founder and president of The Long Island Lighting Company, had become increasingly interested, under the presidency of Ellis L. Phillips, Jr. (now the president of Ithaca College in Ithaca, New York) in aiding the improvement of college administration. From 1962 to 1966 it conducted an internship program for potential college administrators; more recently, it commissioned Alvin Toffler to write a book on the future of higher education; and in 1969 it launched its Academic Administration Project to improve information services for academic administration. In conversations and correspondence with users and suppliers of administrative information, it became evident to the Foundation staff that beyond improvements in existing information media within higher education, such newsletters and journals, conferences, and consulting services, improvements were also needed in the *meta*-information system of higher education. As Ellis L. Phillips, Jr. and JB Hefferlin concluded in their 1971 report, "The greatest need within higher education is simply for a meta-information center: a center that knows where information exists and where data, expertise, and additional knowledge can be obtained." They stated:

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*Scholars who would like to have their current work included in the files of the Science Information Exchange can receive the necessary forms by writing to Mrs. Barbara Lundquist, Chief, Social Science Branch, Life Sciences Division, Science Information Exchange, 300 Madison National Bank Building, 1730 M Street, N.W., Washington, D.C. 20036.

> A variety of centers of information, knowledge, and scholarship about higher education is needed and is preferable to the centralizing of all information services for higher education in one organization or location. . . . But *although information services should not be centralized, information about these services must be.* At least one center in the country should become a clearinghouse of information about information: a center more knowledgeable than any existing agency about the location of other sources of knowledge and expertise about higher education.*

While many individuals in educational associations, government agencies, foundations, and colleges and universities help meet his need for meta-information about higher education, none do so as a prime responsibility. Thus, the Phillips Foundation proposed the creation of a "people bank" for higher education: a small agency with the sole function of keeping up on the development of knowledge about higher education and referring questions from any inquirer–whether college dean, faculty committee chairman, or legislator–to sources of information and assistance. This agency would serve the academic community in the same way the National Referral Center for Science and Technology in the Library of Congress serves the scientific community: by directing inquirers to the most knowledgable people or references in the country on the problem in question.

During 1971 and into 1972, plans for what came to be labelled "LINK"–Linking Information Needs to Knowledge–were developed and circulated to several other larger foundations for matching support. So far, no additional support has been offered. Thus again, as in 1968, the academic community in the United States finds itself in the position of lacking an ongoing agency devoted to the task of continuously updating information about research on higher education and referring people to new sources of expertise as they develop. In this sphere, the United States is distinctly lagging behind other countries.

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*JB Lon Hefferlin and Ellis L. Phillips, Jr. *Information Services for Academic Administration*. San Francisco: Jossey-Bass Inc., Publishers, 1971, pp. 122, 144.

In Canada, as indicated in citation 468, J. F. Houwing and Lucien F. Michaud have launched a continuing inventory of research relevant to higher education in Canada for the Association of Universities and Colleges of Canada and the Canadian Society for the Study of Higher Education. A network of 10 regional coordinators is assisting them in keeping the Canadian inventory up-dated twice a year; references to new projects appear in the *Canadian Journal of Higher Education* and occasionally in *University Affairs*; and information on all current projects is available at the offices of the Association of Universities and Colleges of Canada, 151 Slater, Ottawa Ontario K1P 5N1, Canada. (613) 237-3330.

In England, the Society for Research into Higher Education publishes its *Register of Research into Higher Education*, a looseleaf volume which every six months reports British projects. Biennial subscriptions, including binder, regular supplements, and biennial index, are available for £ 2·10 for non-members and £ 1·50 for members of the Society from Miss Harriet Grennaway, Society for Research into Higher Education (until September, 1972), 20 Gower Street, London WC1E 6DP, England; (after September 1972) City University, London E, England. (01-636-7322).

As yet, the United States lacks a counterpart agency.

PREPARATION OF THE INVENTORY

In 1971, as a base of information for the proposed people bank, the staff of the Phillips Foundation agreed to update the 1968 *Inventory of Current Research*. Both the Carnegie Commission and the Center for Research and Development in Higher Education joined in supporting the task, and late in September, Clark Kerr, Leland L. Medsker, and Ellis L. Phillips, Jr. sent the letter, reproduced below, to over 2000 scholars and researchers throughout the United States and Canada. Included were all the professors of higher education known to the American Association for Higher Education, all members of the Association for Institutional Research, everyone who had been listed in the 1968 *Inventory*, and other researchers whom the staff of the Foundation and the Center know to be engaged in higher education studies. Additional letters, inquiring about the progress of their work, went to individuals identified by the Science Information Exchange and to scholars under contract to the Carnegie Commission. The directors of 26 of the largest graduate programs in higher education in the United States were solicited regarding the names of outstanding doctoral students whose work sould be reported in the Inventory; and finally, as scholars from among these groups suggested names of colleagues, these new leads were tracked down. In addition, Lucien Michaud and J. F. Houwing kindly agreed to supply duplicate copies of project summaries from the initial inventory survey of the Association of Universities and Colleges of Canada and the Canadian Society for the Study of Higher Education, many of which have been included in this present book.

Over a hundred researchers were interviewed by long-distance telephone about their work, but the overwhelming majority of scholars mailed descriptions of their projects. Collations of all this information became a group endeavor at the Center for Research and Development in Higher Education in Berkeley. The authors prepared drafts of the project descriptions; Warren Bryan Martin and Dale Heckman offered counsel from their experience with the previous inventory; Harriet Renaud and Karen Sussel undertook final editing of the manuscript; Neil Kennedy, Susan Hedgpeth, and Theresa Coombs typed and composed the copy; Earline Hefferlin prepared the index; co-author Mel Bloom of the Center and Bob Eustacey of the University of California Printing Department designed the cover; Norman Rae oversaw the manuscript production; and Dorothy Stuckert suffered through delays and the problems of distribution.

At the Phillips Foundation, Ellis L. Phillips and Doris Parker lent encouragement and support; at the Carnegie Commission, Clark Kerr, Verne A. Stadtman, and Patti Cramer offered particular assistance; and at the Center for Research and Development, Lee Medsker and Lyman Glenny provided friendly hospitality for the endeavor. To all of them and to the many scholars throughout the United States and Canada who have made this printed version of the "people bank" a reality, our sincere thanks.

II.

Inventory

ABBOT, WILLIAM D. Director of University Housing, Northeastern University. 122 St. Stephen Street, Boston, Massachusetts 02115. (617) 437-2530.

1 *Two Systems of College Dormitory Administration Comparing "Andragogy" and Pedagogy*

An experimental study involving about 1000 male freshmen in University dormitories, featuring an original instrument developed to compare attitudes between the experimental and control dormitories. The experimental dormitory is administered using concepts of adult education ("andragogy," self-direction, self-actualization) while the other dormitories are administered in the traditional style of pedagogy. Purpose: To develop an attitude scale that can be used by other universities in studies of college freshmen, to develop more relevant housing programs for college students, and to contribute to a scientific body of knowledge in the field of adult education. May 1970–June 1971.

Report expected by May 1972.

Northeastern University Office of University Housing.

ABOU-RASS, MARWAN School of Dentistry, University of Southern California. 925 West 34th Street, Los Angeles, California 90007. (213) 746-2809.

2 *Sequencing and Amount of Instruction in Preclinical Endodontics*

Four groups of 30 students each in the University of Pittsburgh School of Dentistry learned to undertake root canal fillings (endodontics) in different sequences. Two started with a difficult task, two with a simple one; two received high amounts of training, two received low amounts. On the basis of time spent, quality of work, and attitudes of students, undertaking the difficult task proved more efficient, since it eliminated the need to learn the simple task. The endodontic curriculum at the USC School of Dentistry is being revised accordingly, and the effects of the revision are being evaluated. Follow-up research is continuing at the University of Pittsburgh on the clinical performance of the participants in this project. Purpose: To see whether the sequencing and amount of training affects the learning of this psycho-motor skill. 1970–August 1971.

Ph.D. dissertation, University of Pittsburgh, and journal articles planned.

ABRAHAMSON, STEPHEN Director and **KAAREN I. HOFFMAN** Evaluation Specialist. Division of Research in Medical Education, School of Medicine, University of Southern California, Los Angeles, California 90033. (213) 225-1511, ext. 421.

3 *Evaluation of Computer-controlled Patient Simulator*

A four-phase study of computer-controlled patient simulation for training purposes: 1. Modification of Sim One (an existing computer-controlled patient simulator) to allow further training applications; 2. Refinement of Sim One to permit mobility via a built-in special-purpose computer; 3. Physical relocation of Sim One to the Los Angeles County-USC Medical Center; and 4. Extended testing of the cost-effectiveness of the new Sim One in the training of nurses, ward attendants, medical students, and interns in familiar health care tasks. Purpose: To reach conclusions concerning cost-effectiveness of training health-care personnel with computer-controlled patient simulators by controlling experimental conductions and monitoring financial and personnel input for each occupational group.

Report for the National Center for Health Services Research and Development and several journal articles are planned.

National Center of Health Services Research and Development, Department of Health, Education, and Welfare.

ABRAHAMSON, STEPHEN Director, **JUDILYNN T. FOSTER** Coordinator, Evaluation Studies and **SANDRA L. LASS** Research Associate. Division of Research in Medical Education, School of Medicine, University of Southern California. Los Angeles, California 90033. (213) 225-1511, ext. 421.

4 *Evaluation of the Student American Medical Association Project, "A Strategy for Change in Medical Education"*

In eight medical schools, teams of members of the health professions (students, faculty, and practitioners) have been trained to institute changes in medical education. Data were collected from each school before the teams were trained and once again after the teams had been working. Data were obtained by questionnaire, observation, and interview and included those dimensions that characterize the educational setting, e.g., admissions policy, curriculum, student evaluation procedures, institutional evaluation, etc. Purpose: To evaluate the extent to which the teams are able to effect changes in medical education at their respective schools. May 1971–Fall 1972.

Evaluation report will be submitted to the National Planning Group of the Student American Medical Association.

Carnegie Corporation of New York grant to the Student American Medical Association.

ABRAHAMSON, STEPHEN Project Director ROBERT C. MENDENHALL Associate Project Director, and FORREST H. ADAMS Committee Chairman. Division of Research in Medical Education, School of Medicine, University of Southern California. Los Angeles, California 90033. (213) 225-1511, ext. 421.

5 *Evaluation of Cardiology Training and Manpower Requirements*

A comprehensive study of the practice and teaching of cardiology in the United States. All institutions providing initial or upgrading training in cardiology will be surveyed through interviews and questionnaires. All 13,500 American cardiologists will complete a short questionnaire designed to identify practice differences. A stratified sample of about 1500 will complete a detailed questionnaire covering practice characteristics and educational needs and practices. About 500 will complete a diary intended to capture all cardiological and/or patient-care events for a short time. Purpose: To identify the cardiological practice modes and determine the contributing factors to these modes; then to develop recommendations regarding selection, training, and allocation of specific types of cardiologists to various sections of the United States for use by medical professional groups, training institutions, and cardiologists in immediate and long-range manpower and training program planning. June 1971–September 1972.

Monograph covering major findings for American College of Cardiology and University of Southern California publication, short article in *Journal of the American Medical Association*, and a report restricted to internal use by the American College of Cardiology and the National Heart and Lung Institute are planned.

National Heart and Lung Institute through American College of Ca[illegible]ology and the University of Southern California.

ACOSTA, RALPH see Frank Riessman, 840.

ADAMS, FORREST H. see Stephen Abrahamson, 5.

ADAMS, P. R. Department of Educational Administration, The University of Calgary. Calgary 44, Alberta. (403) 284-5696.

6 *Societal-Community Needs in Alberta and Their Implications for Postsecondary Education*

A review of recent "futures" studies in Alberta, some interviewing, and a review of general literature on the future. Purpose: To review the societal and community needs of Alberta and then to determine what implications these needs have for the future of postsecondary education in the province. October 1971–June 1972.

Results may be published in monograph format.

Alberta Colleges Commission.

ADAMS, WALTER see A. J. Jaffe, 492.

ADELMAN, FREDERICK J. Graduate Student, University of Minnesota. 9717 Rich Road, Bloomington, Minnesota 55431. (612) 831-8069.

7 *The Bachelor of Liberal Studies Program of the University of Oklahoma: An In-depth Study of a Model for Adult Education*

This evaluation of Oklahoma's Bachelor of Liberal Studies Independent Study Program will use questionnaires, interviews, and BLS student-background data to investigate the satisfactions and attitudinal changes of BLS students as a result of their experiences. Faculty will be interviewed to compare their view of the BLS program with traditional college programs. Purpose: To determine the value of the BLS model for other higher education programs and to assist the BLS faculty in improving their program. September 1971–February 1973.

Dissertation planned.

AHMANN, J. STANLEY Staff Director, National Assessment of Educational Progress, Education Commission of the States. 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203. (303) 893-5200.

8 *National Assessment of Educational Progress*

The National Assessment of Educational Progress aims at indicating the current level of knowledge and skills of the American population and, over time, changes in this level by means of an annual national survey of some 90,000 children aged 9, 13, and 17 and 4000 to 5000 young adults ages 26 to 35. The program covers a total of ten areas, two each year, repeated at five-year intervals. Science, writing, and citizenship knowledge and skills were assessed in 1969-70; reading and literature in 1970-71; music and social studies are being assessed in 1971-72; science and mathematics in 1972-73; art and career and occupational development in 1973-74. Citizenship, literature, reading, and writing are to follow again in later years. Young adults are selected by household out of primary sampling units throughout the country, and their knowledge and skills tested through interview questions. Purpose: To chart the changing levels of educational achievement in the United States. 1969–ongoing.

Available from National Assessment Publications at above address: Frank B. Womer, *What Is National Assessment?* April 1970 ($2). Carmen J. Finley and Francis S. Berdie, *The National Assessment Approach to Exercise Development*, July 1970 ($3). Separate objectives brochures for each of the ten areas ($1 each). Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402: *Report 1:* "Science National Results" ($1.75), "Science Summary" ($.35), and "Science Commentary" ($.50); *Report 2:* "Citizenship National Results" ($1.25), and "Citizenship Commentary" ($.40); *Report 3:* "Writing National Results" ($1.50); *Report 4:* "Science National Results" ($1); *Report 5:* "Writing National Results" ($1.25); *Report 6:* "Citizenship National Results" ($1.25).

Prior support from Carnegie Corporation of New York and the Fund for the Advancement of Education, Ford Foundation. Current funding from the U.S. Office of Education.

ALDEN, JOHN W. Director, Office of Institutional Studies, University of Vermont, Burlington, Vermont 05401 (802) 656-3244.

9 *The Utilization of University Resources by Graduate Students*

A survey of 3700 students enrolled in graduate or professional-level programs at a major midwestern university. Groups of 150 to 300 students were asked to report on successive weeks of the fall semester, 1970, concerning their use of university resources, including libraries, staff and faculty time, computers, laboratories, and classrooms. Students reported their resource utilization on a specially designed 11-page diary. Purpose: To learn the extent and manner of university resource utilization by graduate students; to test hypotheses stating there are no differences in resource utilization between groups of students on key variables such as student level and major using a cost center conceptual framework; and to raise questions about the validity of using instructional-based models for resource planning and projection in graduate education. January 1970–June 1971.

Report to be available through ERIC. Review copies available from author.

Institutional funds.

ALEAMONI, LAWRENCE M. Associate Professor of Educational Psychology, and Head, Measurement and Research Division, Office of Instructional Resources, 307 Engineering Hall, University of Illinois. Urbana, Illinois 61801. (217) 333-3490.

10 *Student Course and Instructor Evaluation*

An evaluation instrument was developed to be used by students at an instructor's option. A complete computer program system (now used in 25 states) and a battery of data on norms permit the relative rating of a faculty member to be determined. Purpose: To give positive feedback to instructors so that they can improve the quality of their instruction. 1964–continuing.

"The MERMAC Test and Question Analysis System," *Educational and Psychological Measurement*, 31 (August 1971). "MERMAC: A Model and System for Instructional Test and Measurement," *Behavioral Research Methods and Instrumentation*, 3 (1971). Research Reports available from the Office of Instructional Resources: "The Illinois Course Evaluation Questionnaire: A Description of its Development and a Report of Some of its Results," No. 292 (1969); "The Illinois Course Evaluation Questionnaire: Manual of Interpretation (Revised)," No. 331 (1971); "MERMAC: A Model and System for Test and Questionnaire Analysis," No. 330 (1971). 1972 revision of "The Illinois Course Evaluation Questionnaire: Manual of Interpretation" planned, also "A Comparison of All Student Course and Instructor Evaluation Forms and Suggestions for Their Development and Implementation."

11 *Placement and Proficiency for Incoming Freshmen and Continuing Students at the College Level*

Among placement and proficiency examinations given to incoming students at the University of Illinois and immediately computer scored are English composition and mathematics (for all), biology, chemistry, and five foreign languages (as applicable). Examinations in history and accounting are planned. Purpose: To give students proficiency credit for their present abilities and to provide information to students and advisors for guidance concerning students' curricular decisions. 1965–ongoing.

Research Reports available from the Office of Instructional Resources: "Foreign Language Placement at the University of Illinois," No. 214 (1966); "Development of the University of Illinois' Foreign Language Placement and Proficiency System for Fall 1966-1967," No. 267 (1968); "A Study of Foreign Language Learning at the University of Illinois using the CEEB Foreign Language Proficiency Test and End-of-Course Grades," No. 317 (1970).

"The Development and Implementation of an Entire Placement and Proficiency System" is planned for publication as a Research Report and journal article.

12 *Student Attitudes Relating to the University of Illinois and to Common State and National Concerns*

All University of Illinois students receive the ACE Student Information Form, the UI Student Attitude Inventory form, and versions of the Q Scale. Purpose: To register attitudes on topics of current interest (ecology, drugs, war, etc.) and attitudes toward the University in order to have accurate feedback on student perceptions for counseling purposes and for communicating with the state legislature. Fall 1970–ongoing.

Research Report No. 329, "Student Attitude Inventory," available from the Office of Instructional Resources. Research Report planned on Student Attitude Inventory, 1971.

ALEXANDER, MADELYN D. Director of Institutional Research and **RICHARD EUSTIS** Assistant Director of Physical Facilities. University of Maine. 107 Maine Avenue, Bangor, Maine 04401. (207) 947-0336.

13 *Inventory and Utilization of Physical Plant Resources of a Statewide University System*

An inventory (Eustis) and utilization survey (Alexander) of the plant of the eight campuses of the University of Maine. Purpose: 1. To refine and expand the inventory of the physical facilities of each campus to include all assignable and nonassignable spaces following WICHE and HEGIS procedures and definition in order to project future space needs; and, by the addition of more data elements, to adopt improved space management procedures on both a local campus and a University-wide level; and 2. To use the Facilities Inventory as input for utilization studies for various types of room functions and, by expanding current utilization procedures, give a more comprehensive analysis of actual facilities use. June 1971–December 1971.

Report scheduled December 1971.

Maine Commission on Higher Education Facilities with U.S. Office of Education support.

ALEXANDER, WILLIAM E. and **J. FARRELL**, Department of Educational Planning, The Ontario Institute for Studies in Education. 252 Bloor Street, West, Toronto 181, Ontario. (416) 923-6641.

14 *University Decisionmaking Structures*

To apply the "Freeman" technique of studying community decisionmaking structures to university decisionmaking structures. A list of thirteen decisions, which were perceived as significant by members of a university, was generated; an interview was designed to permit an individual to identify himself and others as participants in these decisions; and a questionnaire was used to collect information on social characteristics. Purpose: To describe such structural dimensions as pluralism and to identify the social characteristics of decisionmakers in both the formal and informal structures. 1969–1972.

Department of Educational Planning Occasional Paper is available. Further results will be published in forms still to be decided.

OISE's Coordinator of Research and Development.

ALFERT, ELIZABETH see Robert F. Suczek, 975.

ALLEN, HENRI School Psychologist, Lodi Unified School District. 504 East Elm Street, Lodi, California 95240. (209) 368-8148.

15 *Why College Students Make Changes in Their Majors*

A survey was taken of all deans of students in colleges with enrollments of 1000 to 5000 and a survey of seniors and advisors in one public, one private, and one church-affiliated college. Purpose: To find answers to the question of why students change their majors. September 1971–June 1972.

Ed.D. dissertation planned, School of Education, University of the Pacific.

ALLEN, RUTH Director of Education, American Society for Medical Technology. Suite 1600, Hermann Professional Building, Houston, Texas 77025. (713) 526-2645.

16 *The Interest of Medical Technology Students in One of Two Conceptual Models of Their National Certification Process*

Sophomores and seniors in the School of Medical Technology of Michigan State University are being measured on authoritarianism. The degree of interest in their certification is being measured three ways, tabulated, and related to measures of locus of control. Purpose: To expand the data base concerning the people and profession of medical technology. July 1971–January 1972.

Dissertation planned, Michigan State University, and article for the *American Journal of Medical Technology.*

ALTBACH, PHILIP G. Associate Professor, Educational Policy Studies, Education Building 241, University of Wisconsin, Madison, Wisconsin 53706. (608) 263-2629.

17 *History of the Student Movement in the United States, 1900–1960*

A wide-ranging historical survey of student activism in the United States, emphasizing the various organizations involved in activism and the effects of such organizations on American higher education. Periodical literature, organizational records, and interviews with participants are being used in the research. Purpose: To provide an historical overview of student activism in America. September 1970–June 1972.

Philip G. Altbach and Patti Peterson, "Before Berkeley: Historical Perspectives on American Student Activism," *The Annals of the American Academy of Political and Social Science,* May 1971, pp.1-14. Book planned.

National Endowment for the Humanities.

18 *Bibliography on Student Activism in the United States, Revised Edition*

This bibliography will list and partially annotate all available writings on student activism and related topics from periodical sources, books, dissertations, and elsewhere, and will include an introductory essay by the compiler. Purpose: To provide as complete as possible a listing of relevant research and commentary. September 1971–December 1972.

Printed bibliography.

National Endowment for the Humanities.

ALTMAN, ROBERT A. Director, Special Higher Education Programs, Western Interstate Commission for Higher Education. P.O. Drawer P, Boulder, Colorado 80302. (303) 449-3333, ext. 242.

19 *Freshman Vacancy Survey*

An annual survey is taken of all institutions of postsecondary education in the 13 western states around May 15, requesting information regarding places for the coming September. All replies are tabulated and disseminated through press releases and media by June 15. Purpose: To provide information regarding vacancies for freshmen and transfer students and to assist the match-up between colleges without students and students without colleges. May 1970–ongoing.

Annual survey results available upon request.

ALTOMARE, GEORGE see Robert Berdahl, 81.

ALVERSON, HOYT S. see James W. Fernandez, 329.

AMBRY, EDWARD J. and GEORGE D. HEIS Codirectors, Research Consortium of New Jersey Colleges, The New Jersey State Council for Environmental Education. Montclair State College, Upper Montclair, New Jersey 07043. (201) 744-0362.

20 *Research Consortium of New Jersey Colleges*

Four types of administrative structure and research support have been developed among nine cooperating New Jersey colleges: research seminars, off-campus workshops, faculty assistance in the development of potentially worthy research, and institutional information services. An evaluation of the outcomes will analyze faculty participation, knowledge gained, semantic differential scores, and research attitudes. Purpose: To develop a basic research capability and structure among the faculties of the member colleges. July 1969–June 1972.

Short report planned, summer 1972.

National Center for Educational Research and Development, U.S. Office of Education.

AMBURGEY, JAMES H. Academic Dean, Hiwassee College. Madisonville, Tennessee 37354. (615) 442-2520.

21 *The Decisionmaking Process at Hiwassee College*

Significant decisions for the period 1955 to 1971 will be identified and reconstructed through historical research and interviews and will be divided into two categories for analysis: 1. decisions that required formal action by the Board of Trustees, and 2. those made by faculty and staff that did not necessitate Board approval. Comparative analyses will be made of the two categories. June 1971–December 1972.

Dissertation planned.

AMSTUTZ, ARNOLD E. Associate Professor of Management, KATHERINE A. MOORE, and THOMAS F. RIESING Sloan School of Management, Massachusetts Institute of Technology. 50 Memorial Drive, Cambridge, Massachusetts 02139. (617) 864-6900.

22 *The Management of Higher Education*

The project involves the testing of an institution process simulation model developed for the Master's program at Sloan School of Management, with graduate business students and faculty at Boston College, Amos Tuck at Dartmouth, Southern Methodist University, and Stanford; and with undergraduate students at seven colleges and universities. Purpose: To examine higher education management goals, functions, and processes. January 1969–January 1972.

Book, *The Management of Higher Education,* planned.

Carnegie Commission on Higher Education and Ford Foundation.

AMUNDSON, COLLEEN C. Lecturer in Library Science and Higher Education, Library School, Room 1D Walter Library, University of Minnesota. Minneapolis, Minnesota 55455. (612) 376-7365.

23 *Relationships between University Freshmen's Information-gathering Techniques and Selected Environmental Factors*

A survey of 350 representative freshmen enrolled in 12 sections of Communication 2, an alternative to the required freshman English course. Questionnaires about information-gathering techniques used for preparing term papers were distributed in class immediately following submission of term papers, and interviews with 50 randomly-selected students were held within the next two days to discuss search strategies in more detail. These data on students' information-gathering activities as applied to term paper assignments were described and analyzed in terms of Zipf's "Principle of Least Effort," and made more explicit by Schramm's "Fraction of Selection." Purpose: To make available to teachers and librarians data about what students do and why they do it as information-gatherers so that the team of student, teacher, and librarian can move toward defining and implementing what ought to be done. September 1969–April 1971.

Dissertation and journal articles planned.

ANDERSEN, CHARLES see Nicholas J. Demerath, 258.

ANDERSON, ARNOLD Professor of Education and Sociology, and MARY JEAN BOWMAN Professor of Economics and Education, University of Chicago. 5835 Kimbark Avenue, Chicago, Illinois 60637, (312) 643-0800; and VINCENT TINTO Assistant Professor, Teachers College, Columbia University. New York, New York 10027. (212) 870-4200.

24 *Effects of Accessibility on College Attendance*

An examination is being made of available data on space and location priorities for higher education facilities. Purpose: To determine whether the location of a college or university increases enrollment at other colleges and universities in the immediate area, region, and state. June 1968–1972.

Book, *Where Colleges Are and Who Attends: Effects of Accessibility on College Attendance*, planned for August 1972.

Carnegie Commission on Higher Education.

ANDERSON, B. B. see L. F. Schoenfeldt, 880.

ANDERSON, G. LESTER Director, Center for the Study of Higher Education, 123 Willard Building, The Pennsylvania State University, University Park, Pennsylvania 16802. (814) 865-1685.

25 *College and University Professional Staff Who Are Not Faculty*

The nonfaculty (often called nonacademic) professionals at work in higher education are striving for recognition and the right to participate in governance. Who are they? We scarcely know. What are their values and aspirations? This study will probe this area. Some 500 nonfaculty professionals at Penn State will be interviewed or surveyed by questionnaire on items relating to job satisfaction, feeling of belongingness, career aspirations, frustrations, etc.; and demographic data (age, sex, education, particular skills or training, classifications, salary levels, etc.) will be ascertained. If this single-institution study is deemed significant when completed, the study will be extended to a sample of other public institutions in Pennsylvania. Purpose: To supply needed information about the nonacademic professionals employed in higher education. October 1971–October 1972, for preliminary study.

A monograph of the Center for the Study of Higher Education, The Pennsylvania State University.

26 *The Land-Grant University: Promises for Tomorrow*

The Center will commission a series of papers from both outside and inside the university to deal with such items as: historical perspectives, challenges for future development, relation of the land-grant university to an urbanized society, and research in tomorrow's university. One section will be devoted to developments now underway or projected, including reconversions of colleges of home economics, universities without walls, ecology studies and the university, updating education for the professions, and colleges for human service occupations. Another chapter will deal with goals, design, organization, and governance in land-grant universities of the future. In process, to be completed June 1972.

University Press book planned.

The Penn State Foundation.

ANDERSON, KENNETH E. Professor of Education (Higher Education), 10 Bailey Hall, School of Education, University of Kansas, Lawrence, Kansas 66044. (913) 864-4377.

27 *Master Planning Postsecondary Education in Kansas*

Since 1970, the Master Planning Commission of the state of Kansas, with Dr. Anderson as Executive Director, has been conducting studies particularly at the vocational education and community college level. The Commission is charged to project the educational needs of Kansas, its students, and its economy through 1985, propose optimum organization and coordination of educational institutions, recommend the role of private institutions and special technical institutes within Kansas postsecondary education, and recommend methods for financing higher education in order to develop an innovative, comprehensive, and thorough master plan for postsecondary education in Kansas. Purpose: To provide information useful in planning the goals and structure of education in Kansas especially in the area between the school system and the four-year institutions. April 1970–October 1972.

Interim reports include "Educational Planning to 1985: Interim Report, December, 1970," "Projection: Grade Twelve Enrollments in Kansas Public and Private High Schools, 1970-71 to 1986-87," "Projection: Educational and Training Requirements of the Kansas Economy to 1985," and studies of Kansas area vocational-technical post-high school students, adult-evening students attending Kansas area technical schools, high school students taking work in area vocational-technical schools, students who completed a program in these schools in 1968-69, Kansas community junior college graduates of June, 1970, the graduates of independent colleges in Kansas in June, 1967, and of 1970-71 seniors of these colleges. Available from the Master Planning Commission, Capitol Federal Building, 700 Kansas Avenue, Topeka, Kansas 66603, Telephone (913) 296-3989. Final report due, October, 1972.

Kansas State Education Commission.

ANDERSON, RICHARD B. Contract Manager, Study of Programs Funded Under Part E of the Education Professions Development Act. Abt Associates Inc., 55 Wheeler Street, Cambridge, Massachusetts 02138. (617) 492-7100.

28 ***Study of Programs Funded under Part E of the Education Professions Development Act***

A four-part study is underway to survey the types of higher education personnel training offered under Part E of EPDA and to forecast manpower needs to 1980 in higher education and especially in nonuniversity institutions. 1. A mail survey of a random sample of 100 two-year and 100 four-year colleges to gather institutional background data, projected changes in the institution's student body composition and other characteristics, and to learn administrative and staff training preferences; 2. In-depth case studies of six institutions; 3. Search of EPDA-E files and a survey of program participants to elicit their opinions of training; and 4. Development of a computer-based forecasting model, using both available data and data gathered in the survey of 200 institutions to project manpower needs to 1980. Purpose: To assist the Office of Education in planning future training programs for teachers, administrators, or educational specialists in two- and four-year institutions. July 1971–June 1972.

Duplicated report and summary planned.

U.S. Office of Education, Office of Program Planning and Evaluation, Division of Postsecondary and International Education.

ANDERSON, RONALD D. see Blaine R. Worthen, 1104.

ANDES, JOHN Associate Professor of Education and **HAROLD GOODWIN**, Chairman of Educational Administration. College of Human Resources and Education, 606 Forestry Tower, West Virginia University. Morgantown, West Virginia 26505. (304) 293-3707.

29 ***Emerging Trends in Higher Education Collective Bargaining Agreements***

Letters have been mailed to all 78 institutions having collective bargaining agreements requesting a copy of the agreement. Purpose: To analyze and compare agreements with those of previous years to describe and predict trends and assist college administrators and administrative bargaining teams. Annual survey begun September 1971.

Article and annual reports planned.

ANDREWS, GROVER J. Administrative Assistant to the Director, Southern Association of Colleges and Schools. 795 Peachtree Street, N.E., Atlanta, Georgia 30308. (404) 875-8011.

30 ***Adult and Continuing Education and Extension Study Programs, Including Off-Campus and Nontraditional Study Programs, in Higher Education***

For the Commission on Colleges of the Southern Association a 54-page questionnaire was mailed to all member colleges and universities in the Association concerning adult, extension, and continuing education. Data were returned from 504 member institutions in eleven states (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia). Purpose: To help develop a new standard of evaluation for these types of programs for use in the accreditation process. June 1969–June 1972.

The new standards, adopted by the College Commission on December 1, 1971, were published January, 1972. Various monographs from the content analysis of the survey data will be published beginning late in 1972 and continuing into 1973.

ANTKOVIAK, BERNADETTE see James W. Selgas, 896.

ARMILLAS, IGNACIO Professor, School of Architecture, Nova Scotia Technical College. P.O. Box 1000 Halifax, Nova Scotia.

31 ***URBANISTA: An Urban Design Gaming Exercise***

This game is being designed and tested in conjunction with an urban design course. Purpose: To investigate methods of bridging the gap between the theory of the classroom and the studio in design education, and to aid in the education of the environmental designer. Summer 1970–Summer 1972.

Proceedings of the Design Research Society, Manchester, England, September 1971. *Architects Journal*, Winter, 1972.

ARMSTRONG, JACK L. Dean of Special Academic Programs and the Summer Session, Macalester College. Saint Paul, Minnesota 55101. (612) 647-6330.

32 *Interim Term Programs*

Since the introduction of the Interim Term at Florida Presbyterian College in 1960-61, the 4-1-4 calendar has been adopted by hundreds of colleges. Their experience indicates that the interim term provides new types of learning experiences for both students and faculty. To keep individuals and institutions informed about developments regarding the interim term concept and the 4-1-4 calendar, *An Interim Term Digest* was first published in October 1969 and revised in May 1971. It contains summary information about a large number of interim term plans throughout the country by means of an annotated list of colleges operating interim terms, and supplementary lists of these colleges categorized by distinctive type of plan. A volume of essays on the interim term concept, written by people familiar with it, is in preparation, tracing the development of the idea, describing the variety of plans possible within the concept, discussing issues in implementing a 4-1-4 calendar, and reflecting on the future of the idea. 1969–ongoing.

An Interim Term Digest (Revised), May 1971; "Interim Term: The Macalester Model," *North Central News Bulletin*, 29 (November 1969) 2-7. "Interinstitutional Cooperation through a 4-1-4 Calendar," *Learning Today* (in press). "Educational Change through 4-1-4: A Case Study," *Liberal Education* (in press). Updated editions of *An Interim Term Digest* planned. Volume of essays near completion.

ARTER, MARGARET HELEN Graduate Student, Center for the Study of Higher Education, Arizona State University. Tempe, Arizona 85281. (602) 965-3538.

33 *The Role of Women in Administration in State Universities and Land-Grant Colleges*

In the spring of 1971, a questionnaire was sent to presidents of state universities and land-grant colleges. Purpose: To determine what proportion of top-level administrators were women, how many women had been appointed in the last five years, how many women have applied for and been considered for such posts, and what were the stated attitudes of presidents in hiring qualified women. In addition, a questionnaire was sent to women in top-level administrative posts in such institutions for information on their personal background, educational background, professional experience, duties and responsibilities, and attitudes, classified according to position, academic rank, and salary. Replies were tabulated and have been formulated into a report. February–December 1971.

Dissertation and articles in professional journals planned.

ARTHUR, WILLIAM J. Chairman, Department of Accounting, University of North Florida. P.O. Box 17074, Jacksonville, Florida 32216. (904) 725-7730.

34 *The Development of a Financial Planning Model for Private Colleges and Universities*

This study's particular emphasis is on a model that top administrators can use in financial planning without requiring voluminous exhibits, schedules, and computer printouts. Concepts of strategy formulation, strategic expenditures, incremental planning, and quantitative measurement are used to present a three-stage planning model. Purpose: To assist top administrators to set the broad objectives of the institution and relate major categories of expenditures to objectives. 1969–1970.

Book planned to be published by the University of Virginia Press in 1972 and to be funded by a foundation associated with the University of Virginia Graduate School of Business Administration.

ASH, LANE C. Project Director, American Vocational Association. 1510 H Street N.W., Room 320, Washington, D.C. 20002. (202) 737-3722.

35 *Accreditation of Vocational-Technical Education*

Criteria, standards, and procedures are being developed to evaluate vocational-technical education at all levels including high schools, technical institutes, community colleges, and manpower programs. Six institutions are testing three evaluative instruments: an overall institutional form, an individual program form, and an individual form for use by teachers and other professionals on the school staff. Procedures used by recognized accrediting organizations are being followed in the field test, including a comprehensive self-study by each institution of its programs, an audit by a visiting team of specialists in vocational education, and a review of the audit by an independent third group. Following the field test, the instruments will be adjusted and refined and then widely disseminated in the hope that regional and specialized accrediting agencies will adopt them. Two regional dissemination conferences and one national conference will be held with this aim. Purpose: To provide vocational-technical schools access to accreditation, which in many cases has been denied them. June 1969–June 1972.

Planned publications include the evaluative instruments, a document describing the characteristics of quality vocational-technical institutions and programs, and possibly manuals for use by on-site visitors and for schools preparing for self-study.

Bureau of Research, U.S. Office of Education.

ASTIN, ALEXANDER W. Director of Research, American Council on Education. One Dupont Circle, Washington, D.C. 20036. (202) 833-4760.

36 *The Cooperative Institutional Research Program*

This project is a continuing longitudinal research program in higher education that now involves nearly two million students and more than 400 institutions. Each year a cohort of 250,000 freshmen entering a representative sample of 400 institutions of higher education is surveyed with a self-administered questionnaire concerning the students' background, activities, aspirations, skills, and attitudes. Supplementary data about the students' academic ability, performance while in college, and their persistence in college are obtained directly from the institution. Follow-up surveys are conducted on each cohort at various subsequent points in the students' academic and postacademic career. Special studies using subgroups of students and/or institutions are based on data from the various cohorts. Purpose: To study the comparative impact of various kinds of college environments on student development; to provide national normative data on college students, useful for manpower planning, guidance, academic administration, curriculum and program evaluation; to monitor trends in student characteristics and educational progress; and to provide a comprehensive national data base for specialized studies in higher education. Data are also used in studies of methodological issues involved in longitudinal research. September 1965 (pilot study)–ongoing.

To date, this project has produced several books, six editions of the annual reports of national norms for entering freshmen (1966-1971), normative reports based on selected follow-ups, other special reports in the ACE Research Report series on substantive and methodological issues, and numerous articles in both professional and lay journals. A brochure, "The Cooperative Institutional Research Program of the American Council on Education," provides further general information about the program. A more general brochure, "The ACE Office of Research: Its Purpose and Activities," is under preparation. A detailed listing of the publications resulting from this program will become available in "Studies in Higher Education: An Annotated Bibliography from the ACE Office of Research."

American Council on Education, National Science Foundation, National Institute of Mental Health, U.S. Office of Education, and The National Institutes of Health.

37 *College Attrition*

This national study utilizes four-year longitudinal data from a national sample of 55,000 students who entered some 220 colleges as first-time freshmen in 1966. Follow-up data on each freshman were provided by the colleges in the fall of 1970. Purpose: 1. To obtain national estimates of dropout rates for different types of institutions and for students by sex, race, and ability; 2. To identify factors in the entering freshman which predict persistence in college; and 3. To identify factors in the college environment that contribute to the student's chances of staying in college. September 1966–January 1972.

Monograph, January 1972.

American Council on Education and National Science Foundation.

Higher Education and the Disadvantaged Student see Helen Astin, 43.

Undergraduate Aspirations: A Test of Several Theories see David E. Drew, 279.

ASTIN, ALEXANDER W. Director of Research, American Council on Education, One Dupont Circle, Washington, D.C. 20036. (202) 833-4760, **HELEN S. ASTIN** Director of Research, University Research Corporation, 4301 Connecticut Avenue N.W., Washington, D.C. 20008. (202) 244-9210, and **ALAN E. BAYER** Associate Director of Research, American Council on Education, One Dupont Circle, Washington, D.C. 20036. (202) 833-4752.

38 *Campus Unrest and Change*

This three-year national project involves four major data sources: 1. Intensive case studies of protests on 22 campuses, including personal interviews with 600 students, 100 faculty, and 100 administrators; 2. Additional case studies of 100 different protest incidents as reported in student newspapers; 3. Surveys of a national sample of 300 institutions reported in 1968-69, 1969-70, and 1970-71 to identify recent trends over time in campus unrest and change; and 4. Longitudinal analyses of student data on four cohorts from the ACE's Cooperative Institutional Research Program. Special emphasis is placed on 1) institutional, faculty, and student factors leading to unrest, 2) the dynamics of confrontation—with particular reference to violence, and 3) the consequences of protest as reflected in institutional and student changes. Purpose: To gain a comprehensive picture of the nature and extent of campus unrest and campus change in the United States, and to gain an understanding of protest antecedents, processes, and consequences. December 1968–March 1972.

Approximately 40 articles, monographs, and reports have already been completed. Write to Office of Research, American Council on Education, for more information. Book planned for June 1972.

National Institutes of Mental Health, U.S. Office of Education, and American Council on Education.

ASTIN, ALEXANDER W. Director, **JACK E. ROSSMAN** Research Associate, American Council on Education, One Dupont Circle, Washington, D.C. 20036 (202) 833-4760, and **HELEN S. ASTIN** Director of Research, University Research Corporation, 4301 Connecticut Avenue N.W., Washington, D.C. 20008. (202) 244-9210.

39 *Open Admissions at the City University of New York*

Questionnaire data were collected from 14,000 incoming students in the fall of 1970 at 14 of the 15 campuses of the City University of New York that admitted freshmen that year. Pre- and post-achievement test data, personal interview data, and follow-up questionnaire data were collected from samples of these same students, and interview data were collected from samples of administrators and faculty members at each of the 15 campuses. Purpose: To assess the impact of the first year of open admissions on the students and colleges of the City University of New York. August 1970–July 1972.

Several interim reports are available from the Office of Research, American Council on Education. A series of research reports is planned.

City University of New York.

ASTIN, ALEXANDER W. Director of Research, American Council on Education. One Dupont Circle, Washington, D.C. 20036. (202) 833-4760. **HELEN S. ASTIN** Director of Research and **ELAINE EL-KHAWAS** Research Analyst, University Research Corporation, 4301 Connecticut Avenue N.W., Washington, D.C. 20008. (202) 244-9210. Project Monitor: **JUSTIN C. LEWIS** Study Director, Science Education Studies Group, Division of Science Resources Studies, National Science Foundation, 1800 G Street N.W., Washington, D.C. 20550. (202) 632-4324.

40 *Long-Term Longitudinal Follow-ups of Two Cohorts of College Students*

A ten-year longitudinal follow-up in the fall of 1971 of 60,000 students who entered college in 1961, and a five-year follow-up of a similar cohort that entered college in 1966 will provide the basis for a long-term longitudinal analysis of factors influencing the educational and career progress of college students, with special emphasis on financial and other factors influencing entry into and progress through graduate and professional school. Comparison of the two cohorts will permit an analysis of changes in the patterns of financing graduate and professional training. Purpose: To obtain information for the National Science Foundation on 1. Current employment status of recent college graduates who trained for science occupations; 2. Patterns of support of graduate students reflecting changes in federal support practices; and 3. Persistence in training to completion, attrition rates, time lapse rates, patterns of pursuit of education, degree aspiration data, and related data to be used for analysis of the impact of changes in federal funding; and to develop forecasts of degrees and enrollments. July 1971–March 1973.

A series of American Council on Education research reports are planned beginning in June 1972; National Science Foundation may prepare subsequent reports.

American Council on Education, National Science Foundation, and National Institutes of Health.

ASTIN, HELEN S. Director of Research, University Research Corporation. 4301 Connecticut Avenue N.W., Washington, D.C. 20008. (202) 244-9210, and ALAN E. BAYER Associate Director of Research, American Council on Education. One Dupont Circle, Washington, D.C. 20036. (202) 833-4752.

41 *Sex Discrimination in Academe*

This study of sex discrimination in rank, salary, and tenure is based on a national survey of 60,000 faculty respondents from 303 representative institutions, conducted in 1969 by the American Council on Education in collaboration with the Carnegie Commission on Higher Education. Stepwise multiple regression is used to assess the contribution of sex to prediction of the criterion measures, controlling for demographic and educational background, specialization, professional activities, and job setting. March 1969–March 1972.

Alan E. Bayer, *College and University Faculty: A Statistical Description*, ACE Research Reports, 4:5, Washington: American Council on Education, 1970. Chapter planned in the volume edited by Alice S. Rossi, *Academic Women on the Move*, New York: Russell Sage, 1972 (tentative).

American Council on Education, National Science Foundation, Carnegie Commission on Higher Education.

ASTIN, HELEN S. Director of Research, University Research Corporation. 4301 Connecticut Avenue N.W., Washington, D.C. 20008. (202) 244-9210, and THELMA MYINT Bureau of Social Science Research. 1200 Seventeenth Street N.W., Washington, D.C. 20036. (202) 223-4300.

42 *Personal and Environmental Factors in Career Decisions of Young Women*

Measures were taken of abilities, interests, personalities, and backgrounds of 5387 women during the five-year period after high school, beginning with the twelfth grade, and including college attendance, work, marriage, and other experiences as environmental variables. Multiple discriminant analysis of available data was the primary method of analysis in this study. The study found that educational attainment and marital-familial status best predicted career choices, and that scholastic aptitudes, socioeconomic status, and early career choices were the best personal predictors. Purpose: To contribute to a greater understanding of the psychological aspects of career development in young women, and to provide an empirical basis for the improvement of guidance at the secondary and college levels. July 1969–June 1970.

"Career Development of Young Women during the Post High School Years," monograph, *Journal of Counseling Psychology*, 18:4. (July 1971), available from author.

Department of Health, Education, and Welfare, U.S. Office of Education; National Center for Educational Research and Development.

ASTIN, HELEN S. Director of Research, University Research Corporation. 4301 Connecticut Avenue N.W., Washington, D.C. 20008. (202) 244-9210, and ALEXANDER W. ASTIN Director of Research, American Council on Education. One Dupont Circle, Washington, D.C. 20036. (202) 833-4760.

43 *Higher Education and the Disadvantaged Student*

A comprehensive analysis of special higher education programs for disadvantaged students, including intensive case studies of programs at 20 institutions as well as longitudinal analyses of student progress in such programs. Purpose: To assess the effectiveness of various types of programs and to formulate recommendations for future program development. September 1969–January 1972.

Educational Progress of Disadvantaged Students February 1972.

Office of Economic Opportunity, American Council on Education.

Campus Unrest and Change, see Alexander W. Astin, 38.

Open Admissions at the City University of New York, see Alexander W. Astin, 39.

ASTMANN, STEPHEN K. Graduate Student, State University of New York at Buffalo. 23 Dana Road, Buffalo, New York 14216. (716) 877-4870.

44 *Implications of Fiscal Relationships between Small, Private Colleges and the Federal Government for Institutional Autonomy and the National Interest*

A synthesis essay-dissertation based on examination of federal hearings and legislative documents and on critical comments of federal officials, elected representatives, and persons in the field of higher education. It assesses the relationship between the private sector and the federal government as reflected in various federal funding mechanisms (tax relief, direct institutional grants, aid via students, revenue sharing) and assesses those institutions that accept no direct federal funds. Purpose: To guide small, private colleges as their fiscal relationship with the federal government becomes increasingly intimate and important, and to suggest that the private sector and the federal government can "coexist" if mutual aims are recognized and facilitated. May 1971–May 1972.

Dissertation planned.

ATELLA, JOHN T. see James W. Selgas, 896.

ATKIN, EUGENE Graduate Student, 314 Ford Hall, University of Minnesota. Minneapolis, Minnesota 55455. (612) 373-4883.

45 *Evaluation of Interim Term, College of St. Catherine*

A survey comparing perceptions of students and faculty concerning attainment of various goals of an interim term calendar. Students were asked about expectations and preparation prior to January interim term registration and about attainment of specific goals, and faculty completed a questionnaire with comparable goal-items after the term had ended. Comparisons will be made to identify significant differences between student anticipations and realizations and between faculty and student appraisals of specific aspects of the term's program. Purpose: To provide the College with information for evaluating its interim term program; to identify aspects of the program that might be improved; to improve student-faculty understanding, and to contribute to the body of general information about interim programs. October 1971–April 1972.

Report planned from the Institutional Studies Committee of the College of St. Catherine.

Institutional Studies Committee, College of St. Catherine.

46 *Goals for Value-oriented Interdisciplinary Courses in the Humanities*

Random samples of faculty and sophomore and senior students in interdisciplinary humanities courses at several types of colleges have completed questionnaires listing several plausible goals regarding development of students' value systems. Respondents indicated the degree to which each goal was being attained, being attempted, and desirable in the course. Respondents were invited to fill in possible goals not presented in the instrument. Statistical analysis will identify differences between kinds of colleges, between students and faculty, between the attempt and attainment of goals, and between the desirability of goals and their attempt. Stratified random samples will be interviewed for further insights. Purpose: To identify goals for which innovative approaches may be most needed and to improve accountability by refining statements of goals with which outcomes of courses might be evaluated. January 1971–June 1972.

Dissertation planned.

AUBURN, NORMAN P. Vice President and Director of Urban Studies, Academy for Educational Development. 1424 Sixteenth Street N.W., Washington, D.C. 20036. (202) 265-5576.

47 *Feasibility of Establishing a University Advisory Council to the Urban Mass Transportation Administration*

The Academy of Educational Development is: 1. Ascertaining the views of a representative group of universities that now hold UMTA grants concerning the feasibility of establishing a UMTA University Advisory Council which would consist of representatives of national educational associations; 2. Appraising and evaluating the current relationship of UMTA and the grantee institutions; and 3. Suggesting how those relationships can be strengthened. If the survey reveals that the national associations will cooperate in the establishment of the Advisory Council, a statement will be prepared as to how the Council should function, an agenda will be suggested for the initial meeting of the Advisory Council, and staff papers will be outlined that UMTA staff members should prepare for Council members in advance of meetings. Purpose: To study the feasibility of establishing a UMTA University Advisory Council for the University Research and Training Grant Program and to evaluate current working relationships between UMTA and grantee institutions. November 1971–March 1972.

Urban Mass Transportation Administration, Department of Transportation.

AULEPP, LU ANNE see James H. Banning, 59.

AURAND, CHARLES H. Dean, Dana School of Music, Youngstown State University. Youngstown, Ohio 44503. (216) 747-1492.

48 *Mobility of Music Faculty in Colleges and Universities in the United States*

Research is continuing on the data collected in a 1970 survey of 50 percent of the faculty teaching at institutions accredited by the National Association of Schools of Music. Purpose: To examine career patterns of music faculty and to determine how these faculty perceive the relative importance of selected determinates of job choice as they affect job mobility. 1970–1972.

Articles planned.

Youngstown Educational Foundation.

AURBACH, HERBERT see Hans Flexner, 341.

BADOUR, W. Vice-dean, Faculty of Social Science, University of Ottawa. Ottawa, Ontario. (613) 231-2284.

49 *Objectives of Graduate Education in Political Science*

A study by survey questionnaire and interviews of the objectives of graduate education in political science. September 1970–February 1972.

Results to be available from Secretary, Canadian Political Science Association (University of Ottawa).

BAILEY, CLARE C. Graduate Student. 4021 Halliday Lane, Jacksonville, Florida 32207. (305) 398-0272.

50 *Task Analysis of Medical Laboratory Workers*

A questionnaire survey of medical laboratory workers in hospital clinical laboratories in a Florida county to determine the type and level of work they do and their educational preparation for that work. Purpose: To give institutions preparing medical laboratory workers a more complete knowledge of the actual work performed by each of three levels of laboratory personnel. September 1971–December 1972.

Dissertation planned.

BAILEY, DANIEL E. Director, CLIPR. 1511 University Avenue, Room 4 and THOMAS R. MASON Director, Office of Institutional Research, Regent Hall, Room 3, University of Colorado. Boulder, Colorado 80302. (303) 443-2211, ext. 6991 (Bailey) and 6294 (Mason).

51 *Colorado University Simulation and Information Model*

Using available computer facilities, a simulation system was developed to provide a current picture of the educational and business status of the university. Projects include actuarial and persistence studies, statistical analyses of file-stored data, and the development of techniques to permit university administrators to draw information from files through an office cathode-ray tube terminal and a light pen. Purpose: To provide a basis for projections in both educational and business areas of University operations. 1968–ongoing.

BAILY, ROBERT L. Director of Admissions and Records, Governors State University. Park Forest South, Illinois 60466. (312) 563-2211, ext. 230.

52 *Nontraditional Grading Systems: How Are Students from These Systems Treated in the Real World?*

As an upper-division institution. Governors State enrolls only juniors, seniors and graduate students. It is a center of applied innovative research in higher education for the state of Illinois, and has been charged by the state to be experimental in all of its endeavors. There are no grades, no credits, no classes, and few admissions criteria. A question exists whether students graduating from this type of institution receive fair treatment by graduate schools and employers. A mailed questionnaire and telephone and personal interview surveys were employed to sample students at a score of colleges employing nontraditional grading systems including Governors State University.

Industrial, governmental, and professional school administrators were also interviewed to learn the employment or admissions potential of graduates of this type of institution, especially regarding the type of nontraditional grading systems that is considered most effective for admission to graduate and professional schools or for employment. Purpose: To develop recommendations on how to assure these graduates a fair chance to compete in the job market, or at the graduate and professional school level; or lacking this, how to warn potential students that they may not receive equal status—so that they may reconsider enrollment. Begun August 1971; expected completion phase one, April 1972; follow-ups in June of first graduates from Governors State.

Duplicated report, April 1972.

U. S. Office of Education.

BAILYN, LOTTE see Edgar H. Schein, 873.

BAIRD, LEONARD L. Research Psychologist, Higher Education, Developmental Research, Educational Testing Service. Princeton, New Jersey 08540. (609) 921-9000.

53 *Student Descriptive Information*

A review and critique of the general purposes and utility of biographical information blanks (BIB), focusing on research findings of BIB validity and reliability, the types of decisions for which BIB information can be used, and the potential contribution of BIB information to systems for facilitating high school to college transition. Completed, 1971.

Monograph, November 1971.

College Entrance Examination Board.

BALDERSTON, FREDERICK E. Chairman, Center for Research in Management Science, 26 Barrows Hall, (415) 642-4041; and **ROY RADNER** Professor of Economics, 250 Barrows Hall, (415) 642-3566; University of California, Berkeley. Berkeley, California 94720.

54 *Academic Demand for New Ph.D.'s, 1970-90*

Using projections of enrollment in American higher education developed by Allan Cartter and by Gus Haggstrom, potential student/faculty ratios, and potential proportion of new faculty holding the doctorate, estimates are made of who will be needed in each of six major sectors of higher education through 1990. Aggregate academic demand for new doctorates is shown to be sensitive to small variations of assumptions. Demand under most assumptions declines in the 1980s from the annual levels of the 1970s. Sectoral demands are projected under various assumptions. Purpose: To examine the sensitivity of academic demand for new doctorates to alternative national financing policies; to show what the Ph.D.-producing institutions may face in academic demand for their degree winners over the next 20 years; and thus to serve as policy guidance to agencies and institutions. 1971–ongoing.

Academic Demand for New Ph.D.'s, 1970-90: Its Sensitivity to Alternative Policies is available from the Ford Foundation Program for Research in University Administration, University of California. 2288 Fulton Street, Berkeley, California 94720.

Ford Foundation.

BALDRIDGE, J. VICTOR Assistant Professor of Education and Sociology, and Research Associate, Center for Research and Development in Teaching, School of Education, Stanford University. Stanford, California 94305. (415) 321-2300 ext. 4443.

55 *Stanford Project on Academic Governance*

A two-part study of faculty participation in academic decisionmaking on how organizational structure (size, complexity, dependency on environment, expertise of faculty) is related to patterns of decisionmaking and how individual factors (morale, work satisfaction, age, sex, tenure, discipline, etc.) relate to "participation modes" (whether faculty are apathetic, join unions, work on academic committees, etc.). Some 19,000 faculty members at 300 colleges and universities were surveyed by questionnaire; presidents were interviewed; and documents studied. Purpose: To describe practices related to above topics, and integrate findings into an overall theoretical framework about the operation of academic organizations. September 1969—December 1972.

R&D Memos "Models of University Governance: Bureaucratic, Collegial, and Political," No. 77, and "Environmental Pressure, Professional Autonomy, and Coping Strategies," No. 78, plus others on organizational change are available from the Stanford Center for Research and Development in Teaching. Several articles and at least one book planned.

U.S. Office of Education through Stanford Center for Research and Development in Teaching.

BALDWIN, JOHN A. Professor, Department of Electrical Engineering, University of California, Santa Barbara. Santa Barbara, California 93106. (805) 961-2504.

56 *Video Tapes for Instructional Use*

Video tapes will illustrate the actual use of the campus on-line, time-shared computer system by engineering undergraduate students. Students will plan for and produce the tapes. Purpose: To produce a video-tape library for use as an educational tool without major additional commitment of funds. July 1971–June 1972.

Media materials will be available for duplication.

Regents, University of California; Regents Undergraduate Instruction Improvement Grants.

BALL, SAMUEL Research Psychologist, Educational Testing Service. Rosedale Road, Princeton, New Jersey 08540. (609) 921-9000; and **K. PATRICIA CROSS** Senior Research Psychologist, Educational Testing Service. 1947 Center Street, Berkeley, California 94704. (415) 642-0950.

57 *Barriers to Participation of Women in Continuing Education*

The research consists of seven subprojects: 1. review of the literature; 2. analysis of existing data on the participation of women in postsecondary education; 3. design of a questionnaire to assess women's attitudes toward postsecondary education; 4. pilot study of women who have participated in either graduate study, college study, vocational preparation, or adult education; 5. sampling a national survey of women; 6. survey of colleges and universities to determine attitudes and practices constituting barriers; and 7. interviews of women and institutional representatives to assess reliability of questionnaire data. Purpose: To gather in-depth information concerning the barriers women encounter in continuing their education. July 1971–March 1972.

Report to the Office of Education planned.

Women's Action Program, Office of Education.

BALSTER, ROBERT E. Associate Professor, Associated Colleges of Central Kansas. Box 566, McPherson, Kansas 67460. (316) 241-5151.

58 *Strategies and Tactics Used to Introduce Innovations in Community Services*

An exploratory study was undertaken of successful social action programs at eight community colleges. Recorded interviews with practitioners gave specific strategies and tactics, and generalizations were made on strategies and tactics to use in introducing planned innovations. March–November 1971.

Dissertation; article for professional journal planned.

BANNING, JAMES H. Project Director, and **LU ANNE AULEPP** Staff Associate, Western Interstate Commission for Higher Education. P.O. Drawer P, Boulder, Colorado 80302. (303) 449-3333.

59 *Improving Mental Health Services on Western Campuses*

The project is working with approximately 200 colleges and universities in the 13 western states and involves the identification and consideration of issues regarding campus mental health, the dissemination of information on campus mental health, and the formulation and implementation of strategies for improvement. Survey research, newsletters, topical task forces, and small seminars are being used to reach these goals. Purpose: To improve the organization and delivery of mental health services throughout their campus communities. July 1970–June 1973.

Monographs: No. 1. *Salary Data for Campus Mental Health Professionals in the West*; No. 2. *Staffing Patterns of Campus Mental Health Facilities in the West*; No. 3. *Program Activities and Student Utilization of Campus Mental Health Facilities in the West*; and monthly newsletter, *Campus-Community Mental Health Services*, available from WICHE. Additional monographs and task force reports will be available by July 1973.

National Institute of Mental Health, Experimental and Special Training Branch.

BARBEAU, JOSEPH E. Associate Professor, Department of Cooperative Education, Northeastern University. 360 Huntington Avenue, Boston, Massachusetts 02115. (617) 437-3453.

60 *A History of Cooperative Education in American Higher Education*

An historical study of the growth and changes in the cooperative movement in American colleges and junior colleges, since its beginning at the University of Cincinnati in

1906. Over 900 books, magazines and journal articles, as well as records and minutes of meetings have been researched. A discussion of the mechanics and types of cooperative programs is included. Purpose: To provide a base of knowledge about cooperative education. February 1971–May 1972.

Dissertation planned; book possible.

BARBER, THOMAS K. Professor and Chairman of Pediatric Dentistry, School of Dentistry, The Center for the Health Sciences, University of California, Los Angeles. Los Angeles, California 90024. (213) 825-6292.

61 *Computer-aided Instruction in Dental Diagnosis: A Systematic Product Development*

Slides and synchronized sound are used to present pediatric space discrepancy cases to students who submit a diagnosis on the computer terminal. Students from the junior class of the School of Dentistry, University of California, San Francisco Medical Center are given a field test consisting of a pretest, the computer practice, and an immediate posttest. Both cognitive and affective objectives are measured. Purpose: This project concerns the systematic development of an auto-instructional system that will provide computer-aided instruction in dental diagnosis. September 1970–May 1972.

Progress report included in proposal submitted to The Department of Health, Education and Welfare, Public Health Service. Scientific journal articles are planned.

Department of Health, Education and Welfare, Public Health Service, Division of Dental Health, approximately $35,000.

BARDON, JACK I., NORMAN W. WALKER, and STEVEN DEMERS Department of Psychological Foundations, Graduate School of Education, Rutgers University. New Brunswick, New Jersey 08903. (201) 247-1766 ext. 6297.

62 *Organization and Content of Graduate Programs in School Psychology, 1970-71*

To locate and list all graduate programs in school psychology in the United States and Canada data were collected describing these programs, their organization, content, and characteristics of their students. A similar study was carried out in 1966-67, and the present study permits analysis of changes in the training of school psychologists over a four-year period. Purpose: To document the current status of graduate training in this specialty. 1971.

A detailed list of training programs will appear in the *Journal of School Psychology*, 8:3, and the whole study will probably be published in Volume 10.

Follow-up of Doctoral Graduates in School Pscyhology, see Marvin Chartoff, 194.

BARRETT, EDWARD W. Senior Advisor and Director of Communications Institute, Academy for Educational Development. 437 Madison Avenue, New York, New York 10022. (212) 758-5454.

63 *Journalism Manpower*

The project includes an analysis of media trends, analysis of channels of information in selected communities, studies of salary trends, interviews with a panel of journalism deans and a panel of respected non-journalism educators to elicit their views on improvements needed in journalism education, and the preparation of a set of reports by 61 newspaper editors and a comparable set from broadcast news directors. Purpose: To develop information and recommendations regarding recruitment and education for all branches of journalism. May 1970–December 1972.

Book planned.

The John and Mary R. Markle Foundation.

BARWICK, ALLEN J. Coordinator of Institutional Research, North Carolina Board of Higher Education. P.O. Box 10887, Raleigh, North Carolina 27605. (919) 829-3881.

64 *A Generalized Probabilistic Model of the Student Flow Process*

Generalized activity network analysis is being used to generate a theoretical model–as opposed to a simulation or pragmatic model–of student flow, encompassing enrollment decisions and the dynamics of attrition, rather than the dynamics of student flow alone. Purpose: To apply operations research to higher education dynamics. Spring 1971–Summer 1972.

Ph.D. dissertation, North Carolina State University at Raleigh.

Cohort Study of North Carolina Youth, see John B. Davis, 251.

BASKIN, SAMUEL President, Union for Experimenting Colleges and Universities. Antioch College, Yellow Springs, Ohio 45387. (513) 767-7331.

65 *Implementation of Change in Higher Education*

The 22 member institutions of the Union for Experimenting Colleges and Universities, a consortium to foster research and experimentation in higher education, have led the development of the University Without Walls. Over 3000 students are enrolled in 20 UWW institutions in the United States; 40 more institutions are exploring establishment of new UWW units; and an extensive evaluation of the UWW program is being launched. In addition, the Union's Graduate School enrolls some 200 Ph.D candidates unable to make use of usual doctoral program offerings, and the Union is undertaking a three-year study of the "why and how" of change and its implementation in higher education. Purpose: To develop an innovative program of undergraduate studies featuring a broad spectrum of new approaches to learning. 1963–ongoing.

"University Without Walls" July 1971 (available on request).

National Institute of Mental Health and U.S. Office of Education, $357,520.

University Without Walls Evaluation, see Edwin F. Hallenbeck, 403.

BATES, DENNIS L. Assistant Director, Office of Institutional Research, Drake University. Des Moines, Iowa 50311. (515) 271-2107.

66 *Summer Program and Regular Admissions: Comparisons of Entrance Criteria and Academic Performance*

Drake conducts a special summer counseling and remedial program for students admitted conditionally who are not considered acceptable for regular admission. Upon completion of this program of small-group counseling, freshman English, and work in the reading and study skills clinic, most are invited to enter the fall semester as regular students. The 1970-71 experiences of 37 conditionally admitted freshmen were compared with regularly admitted freshmen. Pairing was controlled by sex, undergraduate college at Drake, ACT-C score or SAT V and M scores, and high school class rank. Comparisons were made by sex, by college, and by total group; fall and spring grade point averages were used as the measure of success or failure. Purpose: The studies demonstrated the usefulness of the program and validated the assumption that a marginal student can be admitted to Drake, be given directed help, and then compete successfully for an academic year without necessarily having to continue with special assistance. 1970–1971.

"Summer Program and Regular Admissions: A Preliminary Comparison of Entrance Criteria and Academic Performance," February 1971; and "Summer Program and Regular Admissions: A Second Look at Performance," September 1971.

67 *Student Values and Course Preference*

A year-long evaluation of an experimental freshman Humanities course on "Terrestrial Utopia" in the College of Liberal Arts used the Allport-Vernon-Lindzey Study of Values and a locally devised course preference check list. The instruments were administered on a pre- and posttest basis to members of the humanities classes and a control sample of students in freshman English. The results were not conclusive. Values moved in the direction expected, as did the types of courses selected as desirable, but the control group moved in the same direction without any exposure to humanities. Purpose: To determine the impact of the course on both values and course selection preferences. The evaluation is being repeated during the 1971-72 year.

"Study of Values and Course Preference: A Comparison of Student Responses," Fall 1970, Spring 1971, and September 1971.

68 *Special Academic Counseling and Student Performance*

This study evaluated the special help given in Spring 1971 to liberal arts undergraduates who had shown promise of good academic ability, but were not performing as well as expected. Special counselors from the faculty attempted to make contact with between 12 and 15 students and offered help ranging from simple listening to referral to the Counseling Center. The evaluation involved a check-list of counseling activity prepared by each counselor for each counselee, a questionnaire sent to each counselee asking about counselor performance, and an analysis of grade changes based upon degree of counselor contact. A second group of students, matched as closely as possible with the counseled group, were not counseled but were checked for grade performance and were sent a questionnaire asking if they would take advantage of special counseling, if offered. Results indicate that those students accepting counseling made adequate grade gains while those refusing counseling did not, but that the noncounseled control group made just as good a gain in grades as those who undertook the special counseling. The control group is being surveyed with the Counseling Activity Questionnaire to see what kinds of help they received and from whom. Purpose: To find out what kind of help a regular faculty member, with only minimal counseling training, can give to promising, the 1971-72 year.

"Special Academic Counseling and Student Performance," September 1971.

69 *New College of Drake University*

A comprehensive evaluation of Drake's experimental subcollege, based on observations of the administrative operations and surveys of the student participants. The evaluation found an extremely high degree of satisfaction with New College courses, wide acceptance by all of Drake's undergraduate colleges, and continued interest to the point of more than doubling enrollment. The University Senate accepted the evaluation of New College without debate and extended its existence without limitation. Purpose: To evaluate the success of Drake's New College.

"Report on New College of Drake University," April 1971.

BAUR, E. JACKSON Director, Colleges within the College Research Program, Department of Sociology, Fraser Hall, University of Kansas. Lawrence, Kansas 66044. (913) 864-4111.

70 *Evaluation of the Subcollege Program at the University of Kansas*

Four hundred and eighty students randomly assigned to the experimental college were compared with an equal number in a control group. Data were obtained by standardized instruments, questionnaires, interviews with subsamples, and information from university records. Purpose: To evaluate the effectiveness of the Subcollege Program. June 1966–May 1973.

A number of reports have been prepared and are available. Either a monograph or series of articles is planned.

Carnegie Corporation of New York and General Research Fund of the University of Kansas.

BAYER, ALAN E. Associate Director of Research, American Council on Education. One Dupont Circle, Washington, D.C. 20036. (202) 833-4752.

71 *Teaching Faculty in U.S. Higher Education Institutions*

In 1969, the American Council on Education in collaboration with the Carnegie Commission on Higher Education conducted a national survey of teaching faculty at 303 institutions that participate in the ACE Cooperative Institutional Research Program. Data are available on 60,000 respondents and national descriptive and normative statistics have been published. Additional ACE studies now underway focus on the role of faculty in campus unrest; the determinants of rank, salary, and tenure in various types of institutions; determinants of research productivity by academic scientists; and the development of typologies of institutions based on faculty characteristics. Purpose: The latter will be used in the ACE research program to assess the impact of faculty on student growth and development. March 1969–ongoing.

"College and University Faculty: A Statistical Description." *ACE Research Reports* 5:5 (1970). "Faculty as Determinators of Students' Perceptions of the College Environment," paper presented at the annual meeting of the American Association for the Advancement of Science, Chicago, 1970. "Institutional Correlates of Faculty Support of Campus Unrest," *ACE Research Reports* 6:1 (1971). "The Faculty Roles in Campus Unrest," *Change* 3:8 (Winter 1971-72) 10, 74-75. A series of publications in professional journals and monographs is planned.

American Council on Education, Carnegie Commission on Higher Education, National Science Foundation, National Institutes of Mental Health.

Campus Unrest and Change, see Alexander W. Astin, 30.

Sex Discrimination in Academe, see Helen S. Astin, 41.

BEAUDREAU, DAVID E. Professor of Restorative Dentistry and **CARL O. DAVIS** Director of Evaluation, School of Dentistry, AD108, Medical College of Georgia. Augusta, Georgia 30902. (404) 724-7111 ext. 8611

72 *Self-paced Learning of Clinical Skills (Crown Preparations) in Restorative Dentistry*

A control group is taught by conventional lecture, demonstration, supervised laboratory method while the experimental group has audio-visual teaching machine (P.I.P.)

and an unstructured laboratory situation. Comparisons are made on the basis of written subjective tests and "double-blind" grading of clinical performance. Purpose: To evaluate self-paced instruction for learning clinical skills. September 1971–May 1972.

Article in *Journal of Dental Education* planned for 1973.

BEAZLEY, RICHARD M. Survey Sponsor, Business Operations Section, Higher Education Surveys Branch, National Center for Educational Statistics, Room 2136, U.S. Office of Education. 400 Maryland Avenue, S.W., Washington, D.C. 20202. (202) 962-7301.

73 ***Employees in Institutions of Higher Education, 1971-72***

Annual salaries and fringe benefits survey (OE Number 2300-3) within HEGIS VI of all institutions of higher education eligible for listing in *Education Directory: Higher Education*. Salaries of selected administrators are requested as are the number of male and female academic deans and full-time resident faculty by ranks falling into 31 salary ranges, along with total salary outlays, mean salaries, and expenditures for 11 categories of fringe benefits (such as retirement plans, guaranteed disability income, tuition, housing, and workmen's compensation) by rank of faculty member on either 9-10 month contract or 11-12 month contract. Purpose: To acquire more meaningful statistics on the costs of operating higher education–for dissemination to agencies of the federal government and the higher educational community. Annual: mailed Summer 1971; due back November 1, 1971.

Publication expected.

BECK, NANCY see Rodney T. Hartnett, 419.

BELL, ROGER J. Dean of Student Services, University of Redlands. Redlands, California 92373. (714) 793-2121.

74 ***New Art and Higher Education: Toward a New College Model***

An exploration of the multiple connections and confluence of art and education. Purpose: To develop a broad outline of concepts and configurations for a new college model that would focus on esthetic modes and the more existential, present-centered, environmentally-conscious, form-seeking approaches of "new art". January 1970–December 1971.

Ph.D. dissertation, University of Washington; book planned.

BELNAP, RALPH A. Professor of Education, Northern Illinois University. DeKalb, Illinois 60115. (815) 753-1463.

75 ***Scope and Progress of Junior Colleges and University Development in the Nation***

A mailed survey to state superintendents asking them to respond to ten items concerning the number of colleges and universities in each state, number of students and faculty, and nature of governance. Purpose: To get some idea of the scope of higher education in the nation today. December 1971–ongoing.

BEN-DAVID, JOSEPH Professor of Sociology, The Eliezer Kaplan School of Economics and Social Sciences, The Hebrew University of Jerusalem. Jerusalem, Israel.

76 ***Cross-national Study of the Role of the Social Sciences in the Development of Higher Education since World War II***

An analysis focusing on Britain, France, Germany (Federal Republic), Japan, and the United States. Purpose: To assess the effects of increased enrollments, faculty participation in scientific research, the proliferation of the social sciences, and the worldwide trend toward university reform of the structure of universities. To Fall 1972.

Several papers and perhaps a book planned.

Ford Foundation grant to the University of Chicago.

77 ***The Comparative Effectiveness of Higher Education Systems in Various Countries***

A study based mainly on published material bearing on the explicit or implicit criteria used in the evaluation of higher education in Britain, France, Germany (Federal Republic), Japan, and the United States. Purpose: To learn to what extent different systems of higher education can be compared according to some concept of effectiveness. Summer 1971–Winter 1972.

A book is planned as part of the Carnegie Commission series of sponsored research project reports.

Carnegie Commission on Higher Education.

BENDER, ROBERT L. see Paul S. Riegel, 837.

BENNETT, HOWARD Chief, Data Branch, Office for Civil Rights, Department of Health, Education and Welfare. Room 1751, 330 Independence Avenue S.W., Washington, D.C. 20201 (202) 962-0351.

78 *Ethnic Background of Students*

For Fall 1968 and 1970 the Office for Civil Rights of HEW (J. Stanley Pottinger, Director) conducted ethnic surveys of full-time students enrolled in institutions of higher education that receive federal financial assistance. Compliance Reports obtain numbers of American Indian, Negro, Oriental, Spanish-surnamed students and the total of all other students in each undergraduate year, the first year of graduate or professional study, and the total other graduate years. Purpose: To assure compliance of federally assisted institutions of higher education under Title VI of the Civil Rights Act of 1964. 1968–ongoing.

1968 data: *Undergraduate Enrollment by Ethnic Group in Federally Funded Institutions of Higher Education, Fall 1968*, Office for Civil Rights, U.S. Department of Health, Education and Welfare, 1969. 1970 data: *The Chronicle of Higher Education*, March 29, 1971 (undergraduate) and April 12, 1971 (graduate). Biennial surveys and reports are planned.

BENNINGTON, NEVILLE Coordinator of Faculty Research, University of Wisconsin. Oshkosh, Wisconsin 54901. (414) 235-6220 ext. 511.

79 *Academic Advancement Cooperative*

This project included the investigation and establishment of a resource center where students can obtain materials (tape recorders, written class lectures, old exams), peer tutorial assistance, and peer counseling. It is now student controlled and operated and is available to the entire student body. Purpose: To establish a learning resource center for students. 1967–ongoing.

Presently funded by subscription and by a student initiated grant from the U.S. Office of Education, Cooperative Research Branch, $10,000.

BERCHIN, ARTHUR see B. Lamar Johnson, 500.

BERDAHL, ROBERT Professor of Education, Department of Higher Education, 16 Foster Annex, State University of New York at Buffalo. Main Street, Buffalo, New York 14214. (716) 831-4806; and T. R. McConnell, Professor Emeritus of Higher Education, 4421 Tolman Hall, University of California, Berkeley. Berkeley, California 94720. (415) 642-7506.

80 *Planning and Coordination of Postsecondary Education in Britain*

An examination of planning within the university sector of British higher education and the so-called "public" sector of technical colleges administered through the Department of Education and Science, and of the coordination of planning among the Department, the University Grants Committee, local educational authorities, and the institutions. Purpose: To assist other countries in their planning as they move from elite to mass higher education as has England. October 1971–1973.

"Planning Mechanisms for British Transition to Mass Higher Education," *Higher Education Review* (Tyrell Burgess Associates, Ltd., 34 Sandilands, Croydon CRO 5DB, England) 4:1 (Autumn 1971) 3-22. Volume late in 1972.

BERDAHL, ROBERT Professor of Education and GEORGE ALTOMARE Research Assistant, Department of Higher Education, 16 Foster Annex, State University of New York at Buffalo. Main Street, Buffalo, New York 14214. (716) 831-4806.

81 *Scholars and Scholarship in Comparative Higher Education*

An inventory is being assembled of scholars, journals, and research centers in comparative and international higher education throughout the world. Listings and information about these resources will be published as part of the effort to stimulate cooperation and communication among researchers in comparative higher education. Purpose: To develop a network of communication among scholars interested in comparative and international higher education. 1972–ongoing.

Articles and monographs.

International Council for Educational Development.

BERDIE, RALPH F. Director of Student Life Studies, 408 Morrill Hall, University of Minnesota. Minneapolis, Minnesota 55455. (612) 373-2106.

82 *Changes in Dogmatism in University of Minnesota Students*

The Rokeach Dogmatism Scale was given to all University of Minnesota entering freshmen in 1970. A random sample was retested at the end of the first quarter. Fifteen groups of students were categorized on the basis of specific experiences (such as participation in particular courses, freshman camp, honors seminars, or ROTC). Scores for all groups except two dropped significantly; the two being those enrolled in a political science course whose instructor had intended that it *not* change attitudes. An experimental course, "Crises in Human Relations," was designed to raise tolerance for others, but the decline in dogmatism among its students was no greater than that in the other experimental groups. Purpose: To evaluate the impact of this experimental course on freshmen students. August 1970–February 1971.

A book concerning the history of the controversy surrounding this project, which will include a summary of the project itself, is being planned by the University of Minnesota Press.

BERGER, LESLIE Associate Dean of Academic Development, City University of New York. 535 East 80th Street, New York, New York 10021. (212) 360-2171.

83 *Evaluation of City University of New York's "SEEK" Program*

In 1965, 110 students were admitted to City College under a "prebaccalaureate program" that developed into SEEK and led to open admissions. Studies have been made annually of the students who remained in the program (between 35 and 40 percent have graduated), and during the summer of 1972 all 110 will be surveyed by questionnaire. Purpose: To determine in what ways City University of New York attendance has affected them. 1966–Fall 1972.

Annual reports on SEEK have been prepared. An article summarizing the results is planned.

BERLS, ROBERT Education Program Specialist, U.S. Office of Education, Office of Program Planning and Evaluation. 400 Maryland Avenue S.W., Room 4089-A, Washington, D.C. 20202. (202) 962-7081.

84 *Comparative Effectiveness of Different Types of Higher Educational Institutions*

Using an elaborate typology (11 major groupings, including four kinds of universities) developed by Clark Kerr and associates, this study undertakes an analysis of comparative effectiveness of educational institutions. Existing data have been taken from the following sources: Trow/Lipset National Survey of Higher Education (ACE); a new run on the Spaethe/Greely Recent Alumni in Higher Education; data from the National Bureau of Economic Research–all Carnegie Commission projects–the Higher Education Evaluation Project (UCLA); and ETS' Institutional Research Program in Higher Education. Purpose: To investigate the different impact that different types of institutions have on students' noncognitive behavior, including such postcollege activities as occupation and income, civic and cultural activities, and collegiate activities such as civic, cultural, and other attitudinal/behavioral interests and experiences. August 1970–Spring 1972.

"Economic Returns from Higher Education and the Type of Institution Attended" in Clark Kerr (ed.) *Higher Education and the Labor Market* to be published in 1972. Book planned.

Carnegie Commission on Higher Education.

BERRY, CHARLES A. Head, Department of Secondary Education and Professor, Grambling College. Grambling, Louisiana 71245. (318) 247-3761, ext. 295.

85 *Differences between Enrollees and Nonenrollees at Grambling College*

Selected data are being analyzed from half of the 7400 ACT profiles submitted to Grambling College between 1968 and 1971. Data on students who enrolled are compared with those who did not enroll; a questionnaire is being sent to the latter group inquiring about their postsecondary education and/or employment, and reasons for not enrolling at Grambling. Tests of significance, where applicable, utilizing appropriate parametric tests and nonparametric techniques will be made, and implications will be drawn. Purpose: To determine why high school graduates who had American College Testing profiles submitted to Grambling College did not attend, and to compare those who attended with those who went to another college, took noncollegiate training, or did not continue their education. December 1971–August 1972.

BERTE, NEAL R. Dean, New College, P.O. Box 6211, University of Alabama. University, Alabama 35486. (205) 348-4600.

86 *Off-Campus Learning: A Survey and a Model*

The New College of the University of Alabama is undertaking: 1. A comprehensive survey of off-campus learning programs in four-year institutions of higher education in the United States; 2. Publication of the findings; and 3. The creation of a model program combining the best characteristics of the many diverse programs currently underway. Purpose: To learn what off-campus programs are now underway, what off-campus experiences are viable learning experiences, how programs are administered and how they are evaluated, and to coordinate efforts and encourage interinstitutional cooperation on a national scale.

Offset report planned.

87 *Experimental Colleges*

Representatives of twelve institutions involved in experimental curricular programs participated in a conference on January 4-7, to consider: 1. Student learning experiences that represent desired outcomes of the experimental programs; 2. Innovative instructional approaches as a part of the experimental program; 3. Evaluation of student experiences in the program; 4. Faculty development and evaluation; and 5. External requirements that experimental programs must meet. Purpose: To test the goals of the experimental programs against their attainments and to determine costs and benefits of different educational activities so that the issues of efficiency and economy are considered when applying experimental efforts at other institutions. October 1971–December 1972.

Report planned by December 1972.

National Science Foundation.

BERTHOLD, JEANNE S. Program Director, Western Interstate Commission for Higher Education. P. O. Drawer P, Boulder, Colorado 80302. (303) 449-3333 ext., 248.

88 *Regional Program for Nursing Research and Development*

This exploratory study focuses upon two current problems in nursing: 1. There are too few prepared nurses to provide each service and educational institution with the necessary manpower and role models for creating a research climate that would develop a body of validated knowledge to change and improve the quality of nursing practice; and 2. For nurses interested in research, there are insufficient opportunities for colleagueship and assistance necessary to exchange ideas, overcome frustrations, and to solve difficult problems. Purpose: The feasibility of a regional approach is being investigated to increase nursing research through cooperative endeavors and the continued development of individuals' research potential. July 1971–June 1974.

WICHE publications planned.

National Institutes of Health.

BERVE, NANCY W. see Richard M. Millard, 706.

BESS, JAMES L. Director of Planning Studies, 421 Administration Building, State University of New York at Stony Brook. Stony Brook, New York 11790. (516) 246-4011.

89 *A Behavioral Data Information System for Universities*

Social psychological data are being gathered about the attitudes and norms of the three principal constituencies of a university–students, faculty, and administration–that are of interest to each constituency, and a system of information exchange is being developed to report this data to the constituencies. Purpose: To design reliable and believable measures for improved understanding among the constituencies; contribute to the socio-psychological betterment of students, faculty, and administrators; and provide for ongoing longitudinal research. Fall 1971–ongoing.

The instruments will be available for use by other institutions but the data on Stony Brook will be used internally only by the three constituencies.

BESS, JAMES L., DAVID TILLEY, and JOSEPH KATZ, 421 Administration Building, State University of New York at Stony Brook. Stony Brook, New York 11790. (516) 246-4011.

90 *The Helping Function in Universities*

Data are being obtained by interviews and questionnaires from helping agents (such as counselors, deans, and secretaries) and from a random sample of students at Stony Brook and other institutions about helpers of students and where students obtain help–whether students obtain assistance from other students or from adults, whether group counseling augments one-to-one counseling, etc. Purpose: To develop a better structure for student support services.

Fall 1971–ongoing.

Reports and articles planned.

BHATNAGAR, JOTI Chairman, Department of Education, Sir George Williams University. Montreal, Quebec. (514) 879-4541.

91 *Educational Experience of Part-Time University Students*

The sample consists of all freshmen students enrolled in the first year of the evening pre-university qualifying programme. It is hoped to follow this sample through their university careers and to follow a proportion of drop-outs over the same period of time. Purpose: To identify and characterize those social and psychological factors that encourage and those that discourage students from continuing with part-time evening studies leading to a first degree. September 1970–August 1975.

Commission de la recherche scientifique, Gouvernement du Quebec.

BIDWELL, CHARLES E. Professor of Education and Sociology, University of Chicago. 5835 Kimbark Avenue, Chicago, Illinois 60637. (312) 753-3804.

92 *College Organization and Student Socialization*

A study based on data from the American Council on Education samples of American four-year colleges and universities and their undergraduates for the period 1966-1969. Purpose: To develop and test a theory that links variation in the social organization of colleges with variation in their effects on the moral socialization of their students. October 1969–September 1972.

Portions of the study will be included in a report to the Carnegie Commission on Higher Education. A full report will be published in monograph form.

Carnegie Commission on Higher Education; Education Research and Development Fund, University of Chicago; Guggenheim Foundation.

BIDWELL, CHARLES E. Professor of Education and Sociology, University of Chicago. 5835 Kimbark Avenue, Chicago, Illinois 60637. (312) 753-3804; and **REBECCA S. VREELAND**, Associate Professor of Sociology, University of Nevada, Reno. Reno, Nevada 89507. (707) 784-6647.

93 *Impact of Harvard Departments and Houses on Student Values and Attitudes*

An analysis from the Harvard Student Study of the effects on undergraduates of membership in academic departments and in residential houses at Harvard, indicating that the houses are far less powerful as socializing influences than departments, which exert reference group pressure through informal interaction of students and professors. The houses tend to recruit roommate groups, and to affect values and attitudes through these peer groups. Characteristics of "high impact" departments are described, and policy implications drawn from other institutions. Purpose: To study and compare the socializing influences of Harvard houses and departments. 1964–1972.

Book planned for Fall 1972 by University of Chicago Press. Early reports in "The Growth and Development of College Students," *College Student Personnel Series* No. 1., American Personnel and Guidance Association, 1970. "Organizational Effects on Student Attitudes: A Study of the Harvard Houses," *Sociology of Education*, 38:3 (Spring 1965) 233-250. "Classifying University Departments: An Approach to the Analysis of Their Effects upon Undergraduate Values and Attitudes," *Sociology of Education*, 39:3 (Summer 1966) 237-254.

National Institutes of Mental Health.

BIGGS, DONALD A. Associate Professor of Educational Psychology, 332 Walter Library, University of Minnesota. Minneapolis, Minnesota 55455. (612) 373-4862.

94 *Urban Citizens' Attitudes toward the University of Minnesota*

Questionnaires were mailed to a sample of Twin Cities residents in January 1972 asking for information about their attitudes and beliefs about the University of Minnesota and soliciting information about other social attitudes, family background, and socioeconomic characteristics. Replies should be tabulated and organized for publication by June 1st. Purpose: To describe some of the variables which affect urban citizens' attitudes about a large metropolitan university. September 1971–June 1972.

Office of Student Affairs research bulletins and journal articles planned.

95 *Differences of College Students' Attitudes about Alcohol and Marijuana*

Questionnaires were distributed to students in January 1972 asking their attitudes about alcohol and marijuana and their attitudes about situations in which alcohol and marijuana are used. Socio-psychological data will also be collected. Purpose: To assess similarities and differences among students whose attitudes about alcohol and marijuana differ. September 1971–June 1972.

Office of Student Affairs research bulletin and journal article planned.

BISHOP, KENT see James Howard, 471.

BLACKBURN, ROBERT T. Professor of Higher Education, Center for the Study of Higher Education, The University of Michigan. 1100 South University, Ann Arbor, Michigan 48104. (313) 764-9472.

96 *Faculty Tenure and Openness to Change: Some Inferences from Empirical Studies*

Faculty Tenure and Productivity: Some Inferences from Empirical Studies

An examination of all relevant research–some 150 references–concerning the relation of faculty tenure, faculty rank, and aging 1. to receptiveness and responsiveness to changing social conditions and 2. to faculty productivity–defined as doing what is expected in the faculty role. Purpose: To synthesize existing information and draw inferences for practice and for future research, in light of current attacks on the concept of tenure. 1971–no date set.

Two articles or monographs planned.

BLACKBURN, ROBERT T. Professor of Higher Education, Center for the Study of Higher Education, The University of Michigan. 1100 South University, Ann Arbor, Michigan 48104. (313) 764-9472; and DONALD BYLSMA Department of Sociology, Washtenaw Community College. Ann Arbor, Michigan 48107. (313) 483-5152.

97A *Changes in Organizational Structure and in Locus of Decisionmaking: A Test of Theory in Community Colleges before and after Collective Bargaining Negotiations*

See description under 97B.

BYLSMA, DONALD and ROBERT T. BLACKBURN

97B *Changes in Faculty Governance and Faculty Welfare: Some Empirical Consequences of Collective Bargaining Negotiations*

These two coordinated studies analyze changes in organizational structure, decisionmaking, faculty governance, and faculty welfare at six community colleges in Michigan following adoption of collective bargaining in 1968. Administrators and faculty members who had been at these institutions since 1966 were interviewed and completed questionnaires regarding such changes as the locus of decisions regarding course content, textbooks, and requirements. In addition, institutional regulations regarding academic policy and faculty prerogatives were reviewed. Purpose: To test the theory and assess the effects of the introduction of collective bargaining on higher education structures. 1969–1971.

Articles for scholarly journal planned.

BLACKBURN, ROBERT T. Professor of Higher Education, Center for the Study of Higher Education, The University of Michigan. 1100 South University, Ann Arbor, Michigan 48104. (313) 764-9472; and MARY JO CLARK, Educational Testing Service. Princeton, New Jersey 08540. (609) 921-9000.

98 *Assessment of Faculty Performance*

A study of the correlation (and lack thereof) of ratings of faculty performance on 1. teaching effectiveness and 2. overall contribution to the institution and scholarship, from four groups–faculty members themselves, their colleagues, their students, and administrators–using statistical intercorrelation analyses on an 85 percent sample of faculty at one institution. Purpose: To improve the methodology and understanding of faculty assessment and compare differences in assessment among faculty members, students, and administrators. 1969–Fall 1971.

Article in scholarly journal planned.

BLAI, BORIS, Jr. Director of Research, Harcum Junior College. Bryn Mawr, Pennsylvania 19010. (215) 525-4100.

99 *Art Education–End or Means?*

A pilot study investigating Sir Herbert Read's art education hypothesis: "That the images we evoke in the course of any kind of cognitive activity have a universal significance, and correspond to something permanent and unchanging in the nature of man." Harcum students at entry and two years later at graduation will be measured for 1. emotional well being, 2. study skills and readiness, and 3. problem-solving abilities. Visual Arts majors will be matched in terms of Scholastic Aptitude Test Verbal and Math college entry scores with students in other curricula to see if statistically significant before-and-after differences are found in these attributes. Purpose: If the effects of real art education upon student learning are as hypothesized by Sir Herbert, the impact could be pervasive, and applicable to curricula in elementary, secondary, higher, vocational, adult or continuing education, and for handicapped children and youth. September 1971–June 1973.

Journal article planned.

BLAKELY, R. J. Associate Professor of Adult Education, Syracuse University. 107 Roney Lane, Syracuse, New York 13210. (315) 476-5541, ext. 4579.

100 *Continuing Education for Health Manpower*

A review of the literature of adult education and of continuing education for health manpower, also interviews and visits in the field. Resulting materials will include a critical report of national activities, a model or models for continuing education, a series of monographs, an annotated bibliography, and a thesaurus of descriptors or terms. Purpose: To produce a set of materials for improving decisionmaking and performance of persons responsible for continuing education of health manpower, particularly in Regional Medical Programs. June 1971–December 1972.

Report to be published by Regional Medical Program Service and Syracuse University.

Regional Medical Program Service, Department of Health, Education, and Welfare.

BLANDFORD, BARBARA A. Project Officer, Higher Education Panel; and JOHN A. CREAGER, Research Associate, American Council on Education. One Dupont Circle, Washington, D.C. 20036. (202) 833-4748.

101 *Higher Education Panel*

A series of ad hoc telephone and mail surveys at a rate of approximately once a month is being run on a representative sample or panel of institutions at the request of members of the Panel, other institutions and organizations who are members of the American Council on Education, and various government agencies. Purpose: To obtain information from institutions of higher education on a rapid-response basis and to disseminate this information to organizations, institutions, and federal agencies involved with higher education. The first survey in July 1971 concerned first-year graduate and postdoctoral enrollment in science and engineering for 1970-71 and expected enrollments for 1971-72 in 78 institutions granting advanced degrees in these fields. February 1971–July 1972.

Reports of each survey, such as "Survey of First-Year Graduate and Postdoctoral Enrollment in Science and Engineering," August 19, 1971, are available from the American Council on Education.

National Science Foundation, the National Institutes of Health, U.S. Office of Education, and the American Council on Education.

BLANTON, HARRY S. Special Assistant to the President and Program Associate, Senior College Program, National Laboratory for Higher Education. Mutual Plaza, Durham, North Carolina 27701. (919) 688-8057.

102 *Institutional Research Fact Book*

After extensive review of existing institutional fact books, the National Laboratory for Higher Education has developed a model for a pocket-size fact book of pertinent institutional research data, and has devised procedures for its up-dating and maintenance. Purpose: Using the model, an institutional researcher can develop a fact book about his institution for use by members in decisionmaking. To June 1972.

U.S. Office of Education.

BLAU, JUDITH R. Ph.D. Candidate, Northwestern University. 25 Claremont Avenue, Apartment 5A, New York, New York 10027. (212) 666-1886.

103 *The Division of Labor, Communication Networks, and the Reward System in Theoretical High Energy Physics*

This investigation of certain aspects of the social structure of science uses questionnaires on an international sample of almost 1000 theoretical high energy physicists and information on the organizational affiliations of a particular subsample—the 411 physicists who are employed in the United States. The social structure of science can be illustrated by some of its major dimensions: 1. the subdivision of disciplines into specialities; 2. networks of organizations, consisting of universities and research institutes; and 3. informal groupings that are sometimes referred to as "invisible colleges." These analytical dimensions are dealt with in this study by means of such statistical procedures as multiple regression analysis, Aid to Interaction Detection, and sociometric analysis. Purpose: An attempt is made to identify features of the social system that are related to scientific achievement and differential utilization of the various communication media. June 1970–December 1971.

Dissertation and several articles planned.

Manpower Administration, United States Department of Labor.

BLAU, PETER M. Principal Investigator, Comparative Organization Research Program, 422 Fayerweather Hall, Columbia University. New York, New York 10027. (212) 280-3694.

104 *Organization of American Universities and Colleges*

A survey of a stratified sample of 115 universities and colleges representing the four-year institutions in the United States. Information about these institutions was obtained from personal interviews with administrators, from questionnaire responses from a sample of faculty, and from published sources. Purpose: Analysis of administrative structure, decentralization, and innovation, and their influence on teaching and research; and comparison of academic institutions with other organizations. 1968–1972.

Report on special topic, with Ellen L. Slaughter, "University Conditions and Student Demonstrations," *Social Problems*, 18 (1971) 475-487. Book planned.

National Science Foundation.

105 *The Organization of Four Types of Professional Schools: Law, Business, Engineering, and Education*

Questionnaires to deans supplemented by interviews with deans in a sample of all university-affiliated professional schools of the four types. Purpose: To analyze administrative structure, decentralization, and innovation; compare academic institutions with other organizations; and assess influence of the university's characteristics on those of their professional schools. September 1971–August 1973.

Articles planned.

National Science Foundation.

BLOLAND, HARLAND Associate Professor, Division of Administration, School of Education, New York University. 4 Washington Place, New York, New York 10003. (212) 598-2915.

106 *Academic Associations*

A study of six American learned societies and the processes of change, which have characterized them in recent years, with emphasis upon the emergence in the mid-sixties of dissident groups and of divisive issues within these organizations. Interviews have been conducted with staff and officers of the associations and with representatives of subgroups among their members. Purpose: To contribute to an understanding of changes occurring in American learned societies and to suggest the implications of these changes for the role of academic associations in the higher education system. June 1970–Spring 1972.

Report for the Carnegie Commission planned, 1972.

The Carnegie Commission on Higher Education.

Washington Higher Education Secretariat, see O. Meredith Wilson, 1082.

BLOUNT, W. ARCHIE Director, Office of Research and Development, Winston-Salem State University. Winston-Salem, North Carolina 27102. (919) 725-3563.

107 *Analysis of Student Performance on the Undergraduate Record Examination*

The graduating classes of 1970 and 1971 at Winston-Salem have taken the Undergraduate Record Examination as seniors, and their results are being compared with the scores achieved by succeeding graduating classes. Purpose: To make changes in course offerings and improve instruction wherever weaknesses in knowledge are evident. 1970–ongoing.

Internal memoranda completed. Summary report planned in four or five years.

108 *Estimating the Impact of Winston-Salem State University on the Local Economy*

Using guidelines suggested by John Caffrey and Herbert H. Isaac in "Estimating the Impact of a College or University on the Local Economy" (Washington, D.C.: American Council on Education, 1971), Winston-Salem has surveyed the expenditures of the University (including its two million dollar payroll), university-related expenditures such as those incurred by food service concessions, visitors to the campus, and spectators and audiences—and found an impact of nearly six million dollars annually. Purpose: To inform the local community of the University's contribution to the economic life of the region and to stimulate contributions to the University's annual development fund. 1971.

October 1971 report available from the Office of Research and Development.

BOCHNER, ALFRED see Joseph Katz, 524.

BOLDT, ROBERT F. Senior Research Psychologist, Educational Testing Service. Princeton, New Jersey 08540. (609) 921-9000.

109 *Validation of the GRE and the Prediction of Performance in Graduate Study*

As a base line, the Bayesian method will be compared with the commonly used least squares method and pooled least squares techniques, thus allowing a separation of the value of the pooling from the value of the purely Bayesian aspect of the prediction system. Departments of Economics and of Psychology have been solicited for participation in the study. Purpose: To overcome some of the obstacles to the conduct of meaningful validity studies at the graduate level by pooling of data from diverse sources to obtain performance estimates tailored to local data, but supplemented by data from other institutions, as well as allowing a systematic means for increasing the influence of local data as the mass of such data accumulates. April 1970—June 1973.

An ETS Research Bulletin and a possible journal publication planned.

Graduate Record Examinations Board.

110 *Factor Analysis of Grades*

Data from two graduate schools of business and one medical school have been analyzed using a factor analytic estimation procedure that incorporates heavy doses of missing data; recently data have been collected from a law school graduate class. Purpose: To make an assessment of ability structures underlying grades and develop a theory of relating these structures. July 1971—Current phase: Law School data, Spring 1972.

A journal article planned.

Law School Admission Test Council (current phase).

BORUCH, ROBERT F. see John A. Creager, 239.

BOUDREAU, ALLAN Assistant Director, New York University Libraries. One Washington Square Village, New York, New York 10012. (212) 598-2489.

111 *The Urban University Research Library*

A history of the development of the Urban University Research Library at the Washington Square Center of New York University. Purpose: To provide insight into the growth and development of the research resources of a private urban university. June 1970—June 1972.

Publications planned.

BOUMAN, THOMAS D. Assistant Professor, Faculty of Chemistry, Southern Illinois University. Edwardsville, Illinois 62025. (618) 692-3175 or 692-2042.

112 *Novel Uses of Computers in Undergraduate Chemistry Education*

Developed a method of calculating group theory quantities on a mathematical computer. Resultant plots aid students in visualizing difficult concepts. Also developed single classroom lecture in computer programming for freshman chemistry students so that they can write simple programs. Purpose: To make abstract mathematical equations and concepts clearer to the student by allowing him to observe the changes resulting from changing the parameters that enter the mathematical expression. 1967; 1969—continuing.

"Automation of Molecular Point Group Theory," in Sinanoglu and Wiberg (Eds.) *Sigma Molecular Orbital Theory*. New Haven: Yale University Press, c. 1970. Article to be prepared for the *Journal of Chemical Education*.

BOWEN, HOWARD R. Chancellor, Harper Hall, Claremont University Center. Claremont, California 91711. (714) 626-8511.

113 *Ten-Year Projection for the Claremont Colleges*

An effort to coordinate the educational and financial planning of the six institutions that constitute the Claremont College system over the next ten years, including a feasibility study of a possible law school and medical school. (See Bernard Nelson regarding the medical school study.) 1971–March 1972.

Final report due Spring 1972.

Carnegie Corporation of New York.

114 *Who Benefits from Higher Education and Who Should Pay*

A summary of the positions regarding equitable support for higher education, as seen in the literature on benefits from higher education. 1971–June 1972.

To be published as a report by the ERIC Clearinghouse on Higher Education, Suite 630, One Dupont Circle, Washington, D.C. 20036.

ERIC Clearinghouse on Higher Education.

BOWEN, WILLIAM G. President, Princeton University. Princeton, New Jersey 08540. (609) 452-3000.

115 *Allocation and Use of University Resources*

An action project centering on Princeton's budgetary process and scheduling procedures as two principal tools for the allocation of resources. Purpose: To design a general information system for the university, and attempt to relate proposed expenditures as explicitly as possible to the anticipated benefits, to try to structure requests for University funds in such a way as to permit accurate assessments of the present and future costs of the proposal; and a study of scheduling methods to make the best possible use of the physical plant and of the time of both faculty and students. 1968–ongoing.

The *Report of the Princeton University Community Council*, 1971, stemmed from this project.

Ford Foundation, $250,000.

BOWLES, SAMUEL Associate Professor, Department of Economics, Harvard University. 1737 Cambridge Street, Cambridge, Massachusetts 02138. (617) 495-3961.

116 *Contradictions in United States Higher Education*

An investigation of the ways in which higher education in the United States has played an important role in reproducing the class structure, achieving political stability from generation to generation. Attention will be given primarily to the strains within the system of higher education entailed by the greatly expanded enrollments, and the possibility of a serious breakdown. Purpose: To achieve a dynamic analysis of the economics of higher education, relevant both to the definition of further areas of research in the field as well as to the formation of public policy and political strategies associated with higher education. June 1969–1972.

"Contradictions in U.S. Higher Education" to be published in James Weaver's forthcoming book of essays, *Political Economy: Radical vs. Orthodox Approaches*.

BOWMAN, DAVID L. Dean, School of Education, Wisconsin State University at Oshkosh. Oshkosh, Wisconsin 54901. (414) 235-6220, ext. 322 or 323.

117 *Effects of Revised Selection and Training Procedures in the Education of Teachers of the Culturally Disadvantaged*

All 1966-67 Oshkosh freshmen on probation were asked to participate in a special curriculum designed to prepare them as fully certified, effective teachers of the disadvantaged. Of 225 expressing interest, typical ability measures showed them to be equivalent to any random grouping of freshmen at the University. Purpose: Data is being collected regarding the effectiveness of this curriculum, which includes a personal development seminar, learning center, and paid paraprofessional work experience. 1967–ongoing.

David L. Bowman and Larry Campbell, "An Attack on High Attrition of University Underachievers," *Journal of Teacher Education*, 12:2 (Summer 1971) 210-214. ERIC Report Resumes, SP 004 109, 110, 111, 112, and 987.

U.S. Office of Education.

BOWMAN, DAVID L. and RICHARD R. HAMMES Coordinator of Educational Research and Associate Professor of Educational Psychology, University of Wisconsin. Oshkosh, Wisconsin 54901. (414) 235-6220, ext. 782.

118 *Attrition Reduction through Professional Development Seminars*

In conjunction with work being done by the Attrition Reduction Consortium, the School of Education devised professional development seminars for freshmen composed of 15-member nondirective groups. A battery of tests, including the Inventory of Attitude and Values, showed a positive increase in the view of self and of others, although this cannot be directly attributed to the influence of PDS. Further inquiry will 1. ask students whether and how PDS is helpful to them, 2. provide an instrument for following-up on instructors, and 3. devise a way of pairing up particular students with particular instructors. 1967–ongoing.

In part, U.S. Office of Education.

BOWMAN, MARY JEAN Professor of Economics and Education, Department of Economics, The University of Chicago. 1126 East 59th Street, Chicago, Illinois 60637. (312) 753-1234.

119 *Vocational Preparation in Japan*

Regression and rate-of-return analyses on Japanese income and educational data will extend the theoretical base by which tax, labor, and educational policies might be influenced in the United States. Purpose: To meet problems relating to vocational schooling, adult retraining, and skill utilization, and to determine the influence of market and educational patterns on private decisions to invest in education and training. 1970–1971.

Final report (preliminary draft of first monograph), *A Theoretical and Empirical Analysis of Vocational Preparation in Japan*, available through ERIC; revised version to be published in Japan as *Schooling and the Future: Human Investment and Career Perceptions of Japanese Youth*. Series of articles planned beginning in 1972.

U.S. Office of Education, National Center for Educational Research and Development.

Effects of Accessibility on College Attendance, see Arnold Anderson, 24.

BOYD, ARCHIBALD D. and ANDREW G. GROSS, 150 Kent Street, Ottawa, K1P 5P4 Ontario. (613) 828-4718.

120 *Canadian Science Manpower*

Questionnaires were mailed to 900 selected science graduates. Purpose: To examine the relation between education and employment. October 1970–early 1972.

Results to be published by Science Council of Canada.

Science Council of Canada.

BOYD, G. M. Assistant Professor of Education, Centre for Instructional Technology H960, Sir George Williams University. Montreal 107, Quebec. (514) 879-4501.

121 *TELERESPONSE*

The development and evaluation of interactive response systems providing feedback to the producers of televised instruction from students using that instruction. Purpose: To aid language laboratory, large classroom, and cable TV distribution. 1969–ongoing.

BRACKE, PETER P. Assistant Professor of Engineering, Northern Virginia Community College (Eastern Campus). 3443 South Carlyn Spring Road, Bailey's Crossroads, Virginia 22041. (703) 280-4000, ext. 316.

122 *Planning Vocational and Technical Education and Training at Two-Year Colleges to Meet Changing Manpower Needs*

The study examines no more than ten selected and representative plans for vocational education at leading two-year colleges. Purpose: To determine the essential content, the technological projections and assessments, and the likelihood that these plans will be responsive to changing manpower needs. September 1971–September 1972.

Doctoral dissertation (The George Washington University) and articles for selected professional journals planned.

BRACK, R. E. see C. H. McCleary, 668.

BRADLEY, A. PAUL, Jr. Senior Analyst, Office of Institutional Research, University of Calgary. Calgary 44, Alberta. (403) 284-5878.

123 *Academic Consortium Effectiveness: An Investigation of Criteria*

The study will determine 1. what constitutes consortium effectiveness and 2. in what ways the Great Lakes Colleges Association and the Associated Colleges of the Midwest are perceived to be effective. Part II used the criteria developed by questionnaire and interviews in Part I for a modified case study examination of the two consortia. Purpose: To develop and test criteria for effectiveness in a relatively unstudied area. June 1970–late 1971.

Dissertation. Paper summarizing findings published in *Proceedings of Academic Consortium Director's Seminar*, Washington, D.C., October 6, 1971, available from Kansas City Regional Council on Higher Education.

Great Lakes Colleges Association and The University of Michigan, $3,400.

BRADFORD, CLARENCE H. see Offie C. Wortham, 1102.

BRAGONIER, W. H. Dean of the Graduate School, J. R. SCHOEMER Director of Institutional Research, and J. E. THOMAS Registrar, Colorado State University. Fort Collins, Colorado 80521. (303) 491-5231.

124 ***The Effect of Undergraduate Pass/Fail Graded Course Work on Admission to Graduate School***

A survey of 100-200 deans of graduate schools will be made to determine their respective policies of admitting students with undergraduate course work graded on a pass/fail or similar grading system. Purpose: To provide insights into graduate schools in this regard. September 1971–June 1972.

An article for a higher education quarterly is planned.

BRASKAMP, LAWRENCE A. Associate Professor of Educational Psychology, (402) 472-2224, ROBERT BROWN Professor of Educational Psychology, (402) 472-3587, and JOHN M. WINKWORTH Counselor, Counseling Center, (402) 472-3461, University of Nebraska. Lincoln, Nebraska 68508.

125 ***Getting Parents Involved in College***

A series of articles on student growth and development, college life, student pRoblems, and student expectations were sent by mail during Fall 1970 and 1971, to a random sample of parents of freshmen at the University of Nebraska in order to involve them more directly in their children's educational experiences. Data were collected and parents were categorized into eight groups. Purpose: To determine if this would increase parental understanding and student-parent communication. Summer 1970–February 1972.

Paper presented at the American College Personnel Association, Chicago, March, 1972. Article submitted to *Journal of College Student Personnel.*

BREDEWEG, REV. FRANK H. Director of Special Projects, The National Catholic Educational Association. Suite 350, One Dupont Circle, Washington, D.C. 20036. (202) 293-5951.

126 ***Statistical Overview of Catholic Colleges and Universities***

Data on various size groups of 275 Catholic higher education institutions with regard to enrollment, faculty, academic programs, and finances, based primarily on their HEGIS returns to the U.S. Office of Education. Purpose: Statistical study of Catholic higher education. 1971–1972.

Report planned, Summer 1972.

Esso Education Foundation.

BREEDIN, BRENT Associate Director, ERIC Clearinghouse on Higher Education. Suite 630, One Dupont Circle, Washington, D.C. 20036. (202) 296-2597.

127 ***Disenchantment of the Public with Higher Education***

A report on trends, developments, research, and the literature, to be published as a report by the ERIC Clearinghouse on Higher Education. May 1972.

U.S. Office of Education.

128 ***Professional Organizations in Higher Education***

An examination of materials relating to the role of the higher education professional associations, relating them to a college's organization chart, published by the ERIC Clearinghouse on Higher Education. January 1972.

U.S. Office of Education.

BREEDLOVE, SHELBY President, Westark Junior College. 5210 Grand Avenue, Fort Smith, Arkansas 72901. (501) 783-6101.

129 ***A Proposed Master Plan for the Establishment of Community Junior Colleges in Arkansas***

The master plan will identify potential

community junior college districts, population concentrations within districts, and priorities to promote establishment of new community junior colleges in an orderly fashion. Data will consist primarily of selected statistics from official public records and agencies from each of the 75 Arkansas counties. Purpose: To present a plan for the establishment of community junior colleges within commuting distance for 85 to 90 percent of the citizens of Arkansas. June 1971–March 1972.

BRICK, MICHAEL Director of Center for Community Colleges and Chairman, Department of Higher and Adult Education, Teachers College, Columbia University. New York, New York 10027. (212) 870-4891.

130 *Men and Ideas in Higher Education*

A series of historical analyses of influential men and ideas in higher education. Many other scholars will work on specific men and/or ideas. Purpose: To bring to light through historical methodology many of the developments over the years in higher education. September 1971–ongoing.

Series of paperback books planned.

131 *Community Colleges–New Directions for the Future*

A study of where the community college has been, where it is, and where it ought to be going. Purpose: To contribute to the literature in the community college field. January 1972–January 1974.

Book planned.

BRICKMAN, WILLIAM W. Professor of Educational History and Comparative Education, Graduate School of Education, University of Pennsylvania. Philadelphia, Pennsylvania 19104. (215) 594-7367.

132 *History of Higher Educational Historiography*

The project analyzes histories of universities and of higher educational issues from the Renaissance to the twentieth century, with particular reference to Western and Central Europe and the United States. Purpose: To fill a lacuna in the literature. 1947–ongoing.

Articles in *Encyclopedia of Educational Research* (1960) and in journals. Volume planned.

133 *History of International Relations in Higher Education*

Study of international educational relations and influences involving universities, learned and scientific societies, and scholars, from ancient times to the present, on a regional and worldwide scale. Purpose: To broaden the scope and perspective of teaching and research in the history of education, and to furnish scholarly contexts for the recent and contemporary efforts in international education. 1950–ongoing.

Various pamphlets, articles in periodicals, and chapters in books, published. One or two volumes planned.

Brown University, New York University, University of Pennsylvania, Ford Foundation–at various times.

134 *Student Dissent in Historical and International Perspective*

The project analyzes student activism in European countries, especially in the nineteenth and twentieth centuries. 1960–ongoing.

Articles and pamphlet. Volume planned.

135 *Bengt Skytte (1614-1683) and His Plan for an International University and Research Institute*

Anna Maria van Schuurman (1607-1678): Scholar and Proponent of Women's Higher Education

Toviah Kohn (1653-1729): International Higher Education versus Religious Bias

Study of the life, work, and ideas of scholars who vigorously sought to bring down the barriers of race, religion, nationality, and sex from the educational scene. Purpose: To fill a lacuna in the literature. 1950, 1960, 1965–not certain.

Articles in educational journals; monographs planned.

Brown University, New York University, University of Pennsylvania.

BRICTSON, ROBERT C. see Albert C. Van Dusen, 1025.

BRIDGES, CLAUDE F. Office of Institutional Research, United States Military Academy. West Point, New York 10996.

136 *Personal Characteristics and Performance at USMA*

Using all available data and the Rokeach Survey, the significant aspects of a cadet's system of principles or rules of behavior and general ultimate goals, along with other personal and academic factors, will help determine any unique characteristics of those cadets who resign, those who develop a high commitment to a military career, underachievers and overachievers, and those with high leadership potential. Purpose: To determine behavioral patterns of cadets at USMA. 1969–January 1972.

137 *Image of USMA*

A consolidation of two studies on general attitudes of graduates toward USMA and its programs. The classes of 1958-63 and 1969-71 were surveyed shortly before graduation; a sample of graduates from the Classes of 1950-62 were tested in 1969. Purpose: To compare trends in the cadets' attitudes with those of past-graduates. 1958–Spring 1972.

BRONFENBRENNER, URIE Professor of Human Development and Family Studies, College of Human Ecology, G 60E Van Rensselaer Hall, Cornell University. Ithaca, New York 14850. (607) 256-4567.

138 *Effects of a Large Course in the Behavioral Sciences*

Considers both the short and long term effects of learning and retention of course material, and the ability to apply knowledge in the evaluation and analysis of scientific evidence and social problems. Information was gathered on student attitudes and opinions toward the experimental conditions of the course and the general societal issues with which the course deals, through pre- and posttests and questionnaires. Purpose: To assess the effects on student performance and attitudes of variations in grading patterns, attendance requirements, lecture format (live vs. TV) and teaching styles; and to investigate the impact of a course in the behavioral sciences upon student perceptions of, and attitudes toward, the nature of man and society. September 1970–Summer 1972.

Summary of findings to date available. Final report, summer 1972.

Center for Improvement of Undergraduate Education, Cornell University.

BRONSTRUP, CHARLES L., II School of Education, Youngstown State University. 410 Wick Avenue, Youngstown, Ohio 44503.

139 *Characteristic Traits of Highly Effective Teachers of Disadvantaged Youth Exhibiting Problems in Inner-City Secondary Schools*

From classes containing a significant number of pupils exhibiting major adjustment problems in the seven Youngstown secondary schools classified as "disadvantaged," teachers who are determined "highly effective" and "less effective" will be selected and studied. Instruments include attitude inventories and evaluations. Data analyses will be descriptive and statistical. Purpose: To define the "highly effective" characteristics; to aid in the training and selection of teachers; to provide data for the development of programs for the inner-city school. January 1971–June 1972.

Youngstown University Research Council, $1700.

BROWN, DONALD R. Professor, **JAMES KULIK** Assistant Professor, and **THEODORE NEWCOMB** Professor, Center for Research on Learning and Teaching, The University of Michigan. 109 East Madison, Ann Arbor, Michigan 48104. (313) 763-0161.

140 *Evaluation of the Residential College of the University of Michigan*

The Residential College commenced operation in 1967 and graduated its first class in June 1971. As part of its evaluation, its students have been surveyed throughout their attendance both by detailed interviews regarding their attitudes toward the College, their experiences, complaints, and future plans, etc., and by standardized tests—including the College Student Questionnaire, the College and University Environment Scales, and the Omnibus Personality Inventory. They will be followed-up for at least three years after graduation. Data on some fifty graduates (a 50 percent random sample of the first graduates) are being compared with similar longitudinal data on a control group of 100 students from within the parent College of Literature, Science, and the Arts. Similar data are being gathered from the third class, which will graduate in 1973; and comparative data on student development and costs are being exchanged with other experimental colleges at other institutions. Purpose: 1. To measure the effectiveness of the program in terms of its costs and outcomes, 2. to clarify and make more operational the objectives of the College, and 3. to add to general understanding of student development during college by testing theoretical assumptions about student self-selection and personal predisposition accentuation as a function of educational environments. Autumn 1967–August 1974.

Theodore M. Newcomb and Associates, "Self-Selection and Change," in Jerry G. Gaff and Associates, *The Cluster Colleges*, 1970. pp. 137-160. Theodore M. Newcomb, *et al.*, "The University of Michigan's Residential College," in Paul L. Dressel (Ed.) *The New Colleges: Toward an Appraisal*, 1971, pp. 99-141. In-house reports, journal articles and monograph planned.

Initially, the Carnegie Corporation of New York; since 1969, The University of Michigan, Wolverine Fund and Center for Research on Learning and Teaching, $350,000.

BROWN, GEORGE I. see Thomas Yeomans, 1108.

BROWN, HAZEL see James W. Selgas, 896.

BROWN, ROBERT see Lawrence A. Braskamp, 125

BRUNSON, EVELYN V. Chairman, Business Division, (Eastern Campus) Northern Virginia Community College. 3443 South Carlyn Spring Road, Bailey's Crossroads, Virginia 22041. (703) 280-4000, ext. 506.

141 *Secretarial Procedures Course at the Community College*

The study consists of a review of textbooks, discussion of problems of the administrator to determine areas of existing weaknesses, and discussions with secretaries on those gaps that they feel in their own educational background. Purpose: To eliminate redundancy in the teaching of secretarial procedures after the skills classes are completed, and to bring more depth of understanding of the scope and magnitude of the secretarial job. Fall 1970–intermediate.

Rough draft of a new text to be published by Prentice-Hall has been completed and is being revised.

BRUNT, J. see D. Otto, 765.

BRYCE, R. College Administration Project, Department of Educational Administration, University of Alberta. Edmonton, Alberta. (403) 432-3681.

142 *Communication between Colleges and Their Feeder High Schools*

Questionnaire and interviews are being used. Purpose: To ascertain how colleges communicate with feeder high schools and assess the effectiveness of their efforts. March 1971–March 1972.

College Administration Project.

143 *The Multicampus in Canadian Colleges*

Through library research and field surveys an annotated bibliography on multicampus college operation is being prepared and models of multicampus operations are under development. October 1971–March 1972.

College Administration Project.

BUCHER, RUE, J.G. STELLING, and M.P. CLARK College of Medicine, Department of Psychiatry, University of Illinois at the Medical Center. P.O. Box 6998, Chicago, Illinois 60680. (312) 663-3588.

144 *Professional Organization and Socialization*

This longitudinal and comparative study focuses upon the acquisition of professional identity, professional values, and career orientation. The general hypothesis is that situational variables give rise to specific mechanisms of socialization, which condition the outcome of socialization. Trainees and staff in four different training programs–a Ph.D. program in biochemistry, two residencies in psychiatry, and one in internal medicine–were interviewed, along with participant observation, throughout the training sequence. Purpose: To provide insights and further data to support the hypothesis. 1965–December 1971.

With Joan Stelling and Paul Dommermuth, "Differential Prior Socialization," *Social Forces*, 48:2 (December 1969) 213-223. "Autonomy and Monitoring in Hospital Wards," *Sociological Quarterly*, 1972. "Professional Socialization. The Acquisition of Vocabularies of Realism," (submitted). A monograph, in process, to be completed by May 1972; additional articles planned.

National Institutes of Mental Health.

BUCKLEY, PAUL H. Director of Research, North Shore Community College. Beverly, Massachusetts 01915. (617) 927-3122.

145 *Utilization of Health Manpower in Eastern Massachusetts*

A five-year study to see how graduates of two-year health service programs at the College are being employed in eastern Massachusetts. Purpose: To evaluate manpower utilization and assess manpower needs of the region. 1967–August 1972.

146 *External Classroom Practices*

The study analyzes the problems involved in a joint endeavor with local high schools. Purpose: To help resolve the issue of whether students should receive credit for working in human service agencies, and whether high school students should be able to take classes at the College. 1971–January 1972.

147 *Options for the Development of a Human Services Program*

The study develops a model curriculum in human services which will contain multiple options so that a variety of technologists and other practitioners can be educated, despite a limited demand of only one or two a year in each speciality. Purpose: To devise a core program and several options within an "open loop" curriculum for human services without establishing many specialized curricula. Fall 1971–1973.

BURFORD, CHARLES T. School of Teacher Education, Riverina College of Advanced Education. Wagga Wagga, New South Wales, Australia.

148 *Academic Success of Red Deer College Students at Alberta Universities*

A comparative study was undertaken of transfer students' success and that of native university students, matching ages, sex, degree sought, year of program, and previous grade point average. Purpose: To provide a profile of the academic achievements of Red Deer Community College students who transferred to Alberta universities during 1968 and 1971. Results indicate that the transfer students achieve equally as well as native students at one of the universities and only slightly less well at the other. January 1971–January 1972.

University of Calgary.

BURNHAM, PAUL S. Professor, Psychology Department, Yale University. 409 Edgewood Avenue, New Haven, Connecticut 06511. (203) 777-1793.

149 *Educational and Personal-social Characteristics of Fathers and Their Sons*

The records of some 500 Yale undergraduates in the Classes 1931-35 and of their sons in the Classes 1955-70 are being explored for relationships involving SAT-V scores, freshmen grades, later college records, church affiliation, occupation, financial aid, extracurricular involvement, etc. Purpose: To study the father-son relationships of some 500 Yale undergraduates in the classes 1931-35, and of their sons in the classes of 1955-70.

College Entrance Examination Board.

BURNS, NORMAN Executive Director, Federation of Regional Accrediting Commissions of Higher Education. 5454 South Shore Drive, Chicago, Illinois 60615. (312) 684-6220.

150 *New Directions in Institutional Accrediting*

As the Federation of Regional Accrediting Commissions of Higher Education moves towards formulating common principles, policies, and general procedures for use by the constituent accrediting commissions in the nation's six regions, new guidelines and evaluation techniques for accreditation must be developed that are appropriate to new educational patterns and that can certify the quality of learning experiences. Purpose: The study aims at developing techniques of institutional evaluation for use by voluntary accrediting agencies, with heavier reliance on direct measurement of educational outcomes in comparison with data on entering students; and direct assessment of the educational experiences provided; and of the planning process by which an institution insures its continued effectiveness. Fall 1972–Fall 1975.

"Notes on New Directions in Institutional Accrediting," a paper for the Seminar on Validation of Accrediting Standards, Washington, D.C., October 27, 1971. Reports and proposed manuals on guidelines and standards planned.

BUXTON, ALAN Assistant Dean of Instruction, Bergen Community College. 400 Paramus Road, Paramus, New Jersey 07652. (201) 447-1500.

151 ***Lay Advisory Committees and their Relationship to Occupational Education in Community Colleges***

A descriptive study of lay advisory committees for occupational education in 14 community colleges in New Jersey during 1970-71. Questionnaires concerning organization and functions were mailed to faculty committee coordinators and interviews were held with randomly selected lay members. Purpose: To assist community college administrators and faculty committee coordinators in establishing and maintaining effective advisory committees. December 1970–June 1972.

BUSHEY, JOHN see James W. Selgas, 896.

BUSHNELL, DAVID S. see Edmund J. Gleazer, Jr., 370.

BUSSER, JOHN H. see John R. Olive, 754.

BYERS, MAUREEN L. see Blaine R. Worthen, 1104.

BYLSMA, DONALD see Robert T. Blackburn, 97.

BYRNES, JAMES Senior Research Fellow and Associate Director, Educational Policy Research Center. 1206 Harrison Street, Syracuse, New York 13210. (315) 477-8439.

152 ***The Nature of the Educational System at the Postsecondary Level***

The research is attempting to identify the financial and administrative constraints on postsecondary education in the United States, possible and desired directions for growth, and ways of aligning those two directions. Statistical and historical research, in addition to developing "futures" methodology (focus delphi, cross-impact matrix), were used to identify trends and value perceptions. Purpose: To provide a substantive, long-range input to the federal policy process; to expand the time parameters of planning at all levels; to provide alternatives to policy makers and to speculate on the long-range impacts of various policy options currently available. March 1968–continuing.

Byrnes, James and A. Dale Tussing, "The 'Financial Crisis' in Higher Education: Past, Present, and Future" (RR-6). Byrnes, James, "The Quantity of Formal Instruction in the United States" (RR-2). Moses, Stanley, "The Learning Force: A More Comprehensive Framework for Educational Policy" (RR-3, Revised). Full list of titles available from EPRC Publications.

U.S. Office of Education.

BYRNE, N. see A. I. Rothman, 861.

CAFFREY, JOHN President, Educational Systems Research Group, Inc. Suite 1101, 888 Seventeenth Street N.W., Washington, D.C. 20006. (202) 785-0014.

153 ***Impact of the University of Pittsburgh on the Local Economy***

Implementation of methods described by John Caffrey and Herbert H. Isaacs in *Estimating the Impact of a College or University on the Local Economy* (Washington, D.C.: American Council on Education, 1971). Including analysis of university records and surveys of staff and students' spending patterns. Purpose: To help the University of Pittsburgh and other colleges and universities compile an objective story of their direct economic (cash flow) impact on their communities; to test the Caffrey-Isaacs methodology, suggest modifications where useful, and provide a guide to other institutions. June–November 1971.

Offset report planned.

University-Urban Interface Program, University of Pittsburgh.

CAIN, ROBERT W. Head, Sponsored Surveys and Studies Section, Division of Science Resources Studies, National Science Foundation. 1800 G Street N.W., Washington, D.C. 20550. (202) 632-4334.

154 ***Doctorate Supply and Utilization***

Continuous research is underway in the Division of Science Resources Studies on the supply and utilization of scientific manpower. This research deals solely with science and engineering doctorates and under present plans will carry projections to 1985–five years beyond the last completed estimates. Analyses are prepared in terms of the major scientific discipline, using statistical projections of past and current trends and explicit assumptions regarding the supply and projections while avoiding normative judgments. Purpose: To indicate likely future scientific manpower problems that may occur if past and present trends and supply and requirements continue. 1971–1972.

Results of previous research and projections through 1980 were published in NSF 71-20 (1971). Report on current research will be published by the National Science Foundation by late 1972.

Division of Science Resources Studies, National Science Foundation.

CALDWELL, HARRY H. Professor of Geography, Department of Geography, University of Idaho. Moscow, Idaho 83843. (208) 885-6216.

155 *Higher Education in Idaho; Student Enrollment Analysis 1970-71*

Each Idaho institution's freshman, junior, and graduate classes were analyzed by the location of the high school from which students graduated in order to obtain more meaningful in-state and out-of-state determinations. This data was then correlated with the location of the out-of-state alumni of the three main four-year colleges and also matched with a census study of immigration and out-migration for the state. An attempt was made to determine impact isolines and determine the major regional drawing power of each institution on the freshman and junior levels. Purpose: To prepare a more meaningful index of in-state and out-of-state categories; to relate the import of the private schools in the state to the public institutions from the standpoint of competition in actual and potential transfers in source areas; and to produce basic data for the development of the State Higher Education Plan. May 1971–March 1972..

Report with maps planned 1972.

Idaho State Office of Higher Education.

156 *Idaho Demographic Trends and Projections to 2000 A.D. as Related to Higher Education Planning*

An analysis of population change by minor census divisions from 1900 to 1970 and projections to 2000 A.D. and evaluation of changes in population structure by pyramid studies. Socioeconomic assumptions are based on studies, interviews, diverse national projections, contacts with principal and current in-state employers, and other state and federal and private research groups. Purpose: To assist the Board of Regents and the State Office of Higher Education in the development of basic data from which a state long range plan in higher education will be developed. June 1971–May 1972.

Report to State Office of Higher Education planned, 1972.

Idaho State Office of Higher Education.

CALLAN, PAT Consultant, Joint Legislative Committee on the Master Plan, Assembly. P.O. Box 83, State Capitol, Sacramento, California 95814. (916) 445-4820.

157 *Reevaluation of California Higher Education and Its Master Plan*

In 1970 the California Legislature authorized a joint committee to make recommendations for revisions in the state's master plan for higher education. This committee is holding public hearings, taking testimony, and commissioning staff papers dealing with the goals, purposes, structure, governance, coordination, financing, and planning of higher education in California including reference to independent institutions and to new alternative forms of higher education. Purpose: To develop policy alternatives for consideration by the Legislature. Committee appointed March 1971–due to report to 1973 legislative session.

Report and recommendations due by January 1973.

Legislative budget.

CAMERON, JOHN R. Royal Commission on Education, Public Services and Provincial-Municipal Relations. 1226 Lemarchant Street, Halifax, Nova Scotia. (902) 424-5914.

158 *Impact of Dalhousie University*

This study includes a questionnaire survey, statistical evaluations of university purchasing patterns geographically, interviews, and review of the literature. Purpose: To evaluate the impact of Dalhousie University on the City of Halifax. May 1970–ongoing.

Partial results now available.

159 *Measuring the Quality of Higher Education*

A critical review of present methods of measuring quality with some suggestions for better measures and the data required, building on a review of the literature with limited statistical applications. Purpose: To review the present methods of measuring quality. October 1971–January 1972.

CAMPBELL, GORDON Associate Professor, Faculty of Education, University of Lethbridge. Lethbridge, Alberta. (403) 329-2253.

160 *Evolution of the Alberta College System*

An analysis of the process of consultation and cooperation between the government and the University of Alberta, the Alberta School Trustees Association and the early junior colleges.

CAMPBELL, JOEL T. Senior Research Psychologist, Educational Testing Service. Princeton, New Jersey 08540. (609) 921-9000.

161 *Word Associations of Black and White College Students*

Two hundred stimulus words will be chosen from words used in verbal aptitude analogy and antonym items and administered, in written form, with instructions to the student to write the first word he thinks of after reading the stimulus word. Purpose: To compare word association responses for students from four different colleges: selective and less selective predominantly white and selective and less selective predominantly black colleges. October 1971–June 1973.

An ETS Research Bulletin and possible journal article planned.

Graduate Record Examination Board.

CAMPBELL, ROALD F. Fawcett Professor of Educational Administration, Ohio State University. 29 West Woodruff Avenue, Columbus, Ohio 43202. (614) 422-2575.

162 *A Study of the Professorship in Educational Administration*

A February 1972 questionnaire survey of over 2200 professors of general and higher education administration in the United States and Canada has been undertaken. A study in the sociology of careers, the attitudes and beliefs of professors will be examined as well as possible differences in orientation towards their discipline, their institution, or toward practice and field service. Some interviews will be held following the survey. Purpose: To extend knowledge of the personnel resources in the field and of the socialization process for the professoriate; and to assess the growing professionalization of the field. December 1970–August 1972.

Report to be published by the University Council for Educational Administration. Part of the study will be used for a doctoral dissertation by L. Jack Newell, Ohio State University.

University Council for Educational Administration.

CANGEMI, MARY CLARE Graduate Student, Science Education, New York University. 535 Smith Place, Ridgewood, New Jersey 07540. (201) 445-4266.

163 *Student Achievement in Selected Two- and Four-Year College General Chemistry Classes*

In September 1970, 1400 students in 18 general chemistry classes at two two-year and two four-year colleges responded to the High School Chemistry Examination, Hand's *Scale to Study Attitudes toward College Courses, The Purdue Instructor Performance Indicator*, and a chemistry background questionnaire. Throughout the term six hours of each lecture session and three hours of each tutorial session were tape recorded and analyzed. In January 1971 some students retook the Chemistry Exam and all retook the course and teacher scales. Final grades were recorded. The Teacher Background Questionnaire provided data on the professors. Purpose: To compare the relationship of I/D level (the ratio of indirect to indirect plus direct teacher behavior) to achievement, class size, and attitude toward the course; and to investigate the relationship of teaching to success and the extent of satisfaction. 1970–1972.

Ph.D. dissertation planned, available through Dissertation Abstracts and ERIC.

CANTRELL, DOUGLAS D. Graduate Student, Center for the Study of Higher Education, 4050 Institute for Social Research, University of Michigan. Ann Arbor, Michigan 48104. (313) 764-9300.

164 *Impact of Departments on Students' Values*

This longitudinal study of the impact of departments at the University of Michigan on students' values during the period 1962-66 uses a sample of 24 departments containing 1150 students. A large number of characteristics concerned with the organization and administration of departments, faculty activities, student characteristics and their departmental activities will be examined, and residualized change scores on eight value scales will be used to measure the change in students' values in this period. An analysis of variance of mean scores—on students' perceptions of departmental characteristics—will determine whether significant differentiation occurs among the various departments. Eliminating those variables which fail to differentiate among departments, a correlation analysis will show how the other variables relate to changes in students' values on a partial basis. Again, eliminating the less significant variables, two independent variables and one dependent variable will be analyzed at a time by introducing controls on one of the independent variables, and the type of relationship among the variables—extraneous, intervening, conjoint, etc.—will be determined. Further analyses will differentiate between structural effects and individual-level effects using the method espoused by Jerald G. Bachman and Arnold S. Tannenbaum. Purpose: To determine which department variables influence students' values in college. March 1971—June 1972.

Interim reports available from author. Dissertation planned.

CARMODY, JIM Assistant Professor, College of Education, University of Massachusetts. Amherst, Massachusetts 01002, and ROBERT H. FENSKE Senior Research Psychologist, Developmental Research Department, and CRAIG S. SCOTT Research Assistant, The American College Testing Program. P.O. Box 168, Iowa City, Iowa 52240. (319) 351-4470.

165 *Changes in Goals, Plans, and Background Characteristics of College-bound High School Students*

This study consolidates and compares findings from three previously unpublished papers: a two-year follow-up of 4009 students in junior colleges, a similar four-year follow-up of 8983 college seniors, and a comparison of responses of two independent samples of high school seniors who took the ACT Battery in 1966 (N=32,351) and in 1969 (N=52,400). Purpose: To provide basic information on changes in goals, plans, and background characteristics of college-bound high school students. May 1971—January 1972.

An ACT Research Report.

Research and Development Division, The American College Testing Program.

Correlates of Student Interests in Social Issues, see Robert H. Fenske, 325.

CARR, ROBERT K. Director, Study Project on the Academic Profession, American Council on Education. One Dupont Circle, Washington, D.C. 20036. (202) 833-4782.

166 *The Academic Profession*

A study of the American academic profession and some of its problems, including those of teaching and research, economic status, values and goals, and institutional and scholarly affiliations and loyalties. The emphasis is on conflict, choice, and change in a profession in transition with particular attention to the problems of collective bargaining, academic freedom, and tenure. Purpose: To provide a useful look at the academic profession at large and a systematic, evaluative study of faculty collective bargaining and the tenure problem. September 1970—September 1972.

A book planned for early 1973 with probable title: *The Troubled Professor.*

Ford Foundation through American Council on Education.

CARROLL, ROBERT C. Major, Office of Military Psychology and Leadership, United States Military Academy. West Point, New York 10996.

167 *Changes in Value Structure of USMA Cadets*

The Allport-Vernon-Lindzey Study of Values was administered to 500 new cadets of the Class of 1973. Purpose: To determine value structure, what changes take place over four years, and if any difference in values exist between cadets who remain at West Point and those who resign. 1969—Spring 1973.

CARTTER, ALLAN M. Chancellor, New York University. New York, New York 10003. (212) 590-2323.

168 *Scientific and Professional Manpower Supply and Demand*

An effort to refine earlier projections of the supply of, and demand for, doctorates in the United States, incorporating projections for a number of professions and occupational specialties that are being undertaken by professional societies in these fields. Purpose: To provide a concerted effort at determining the need for doctorates and at monitoring doctoral production. 1972.

"Scientific Manpower for 1970-1985," *Science*, 172:3979 (April 9, 1971) 132-140.

See also "Aftereffects of Blind Eye To Telescope," *Educational Record*, 51:4 (Fall 1970) 333-338; and with Robert L. Farrell, "Academic Labor Market Projections and the Draft," *The Economics and Financing of Higher Education in the United States* (Washington: Government Printing Office, 1969) 357-374. Volume in 1972-73. "The Academic Labor Market" in Clark Kerr (Ed.), *Higher Education and the Labor Market*, to be published in Fall 1972.

Carnegie Commission on Higher Education.

CARRUTH, JAMES F. see L. L. Ourth, 766.

CARSON, DAVID J. Associate Dean of Students, Babson College. Babson Park, Massachusetts 02157. (617) 235-1200.

169 *An Andragogical Model of Student Participation in Governance in Institutions of Higher Education*

This study will examine the possible relationship between andragogical (adult learning) theory and the rationales that have been used by colleges and universities to justify student participation in governance in order to develop another way of looking at current governance practices, and thereby assist institutions in the evaluation and establishment of procedures for involving students in governance. Purpose: To construct an andragogical governance model. April 1971–June 1972.

Dissertation planned, Boston University.

CASKO, JOHN S. Orthodontic Department, University of North Carolina Dental School. Chapel Hill, North Carolina 27514.

170 *Criterion-referenced and Procedure-oriented Methods of Programmed Instruction in Orthodontic Appliance Construction*

The study used 140 students in the School of Dental Medicine of the University of Pittsburgh. Students receiving the programmed instruction constructed appliances which were equal or greater in quality than the appliances constructed upon the lecture-demonstration method, with significant differences in quality and time of construction on the bases of instructional method. Purpose: To compare three programmed methods of instruction—criterion-referenced, procedure-oriented, and a combination of these two methods—and the traditional lecture-demonstration method of instruction in constructing two minor orthodontic appliances. To 1971.

Dissertation, University of Pittsburgh, 1971.

CASSEL, RUSSELL N. Department of Educational Psychology, University of Wisconsin. Milwaukee, Wisconsin 53201. (414) 228-4470.

171 *Computerized Decision Development for Professionals (DEDEV-PROFAL)*

A computerized decision/development program which presents four theories—each representing a stage—of scientific decision-making. The first stage deals with systems analysis, featuring comparison of hazards and consequences for choices ranging from conformity to the antithesis with intervening positions; the second features valence and vector analysis with one of the valences representing the value system of the individual; the third deals with decisionmaking patterns—autocratic, aggressive, autocratic submissive, parliamentary, or laissez faire; and the fourth, DEDEV-PROFAL, represents problems in professional training for counseling, nursing education, teaching, etc. Following each stage a computerized gaming and decisionmaking exercise makes use of the information presented. Purpose: To provide surrogate role playing at the professional level in higher education, giving individuals an opportunity to experience a great variety of situations otherwise impossible. September 1967–June 1972.

AERA and ADIS presentation in April 1972, Chicago. Book containing the many simulated gaming social situations planned.

172 *Improving University Instruction through the Use of a Student Evaluation Questionnaire*

The UWM Student Course Evaluation Questionnaire (CEQ) was developed for purposes of securing ratings by students on the effectiveness of college and university instruction. Twenty-two of the 50 items on the CEQ are either reversals or partial reversals of other items, and serve as a "Reading Validity Index" (RVI) which depicts whether students have read and deliberated on the instrument, or whether the marks are independent of the item concept. The items of the CEQ are determined on the basis of factorial content. Purpose: To provide a means for students to evaluate the effectiveness of instruction at the college and university levels.

"Improving University Instruction through the Use of a Student Course Evaluation Questionnaire," *Improving College and University Teaching* 19:3 (Summer, 1971) 204-206. Student government of Milwaukee Area Technical College using CEQ in 1971-72; report planned.

173 *Group-related Evaluation Weights (GREW) for Appraisal of Learning in Relation to Teaching Effectiveness*

An assessment technique designed to make an objective appraisal of learning in relation to teaching, and inspired by "performance contracting"—the notion that if there is no learning there was no teaching. GREW is a way of scoring traditional objective tests so that plus and minus weights are given for each item depending on how many persons in the learning group passed the respective item successfully. If a subject, for example, passes an item that fewer than 16 percent of students passed correctly, he receives 3 points credit; while if he fails to pass an item that 84 percent of students passed correctly, he gets 3 points subtracted from his score. Purpose: To be able to assess learning on the basis of some measure of what was taught, and to accept the group success for a particular item as a measure of what was taught. September 1967—ongoing.

Articles planned.

CASSERLY, PATRICIA L. Senior Research Assistant, Higher Education, Developmental Research, and AMIEL SHARON Research Psychologist, Educational Testing Service. Princeton, New Jersey 08540. (609) 921-9000.

174 *A Survey of Previous CLEP Examinees*

Two questionnaires were developed to collect information on the effects of the College Level Examination Program on approximately 4000 examinees whether or not they had received college credit on the basis of their CLEP test scores. The former were asked about the colleges' treatment of their scores and about their subsequent formal education. The latter were surveyed on the uses they made of the testing experience. Both are asked what opportunities and services need expanding in nontraditional education. Purpose: To collect information on the effects of the College Level Examination Program on examinees. Fall 1971—Spring 1972.

An ETS Research Bulletin and several journal articles planned.

College Entrance Examination Board.

CASTAÑEDA, ALFREDO Chairman, Mexican-American Studies, 2361 Library South, University of California, Riverside. Riverside, California 92502. (714) 787-3963; and MANUEL RAMIREZ III Associate Professor, Mexican-American Studies, 2316B Library, University of California, Riverside. Riverside, California 92502. (714) 787-3671.

175 *Diversity of Background among Mexican-American Students*

As part of Riverside's interdisciplinary program in Mexican-American studies—a mechanism to assist the development of Mexican-American students throughout the University rather than as a departmental enclave—problems of education are being analyzed as they relate to Mexican-American students. A tripartite typology of these students has been developed: 1. the traditional Mexican-American from a rural border background; 2. the traditional Anglo-American; and 3. the dualistic Anglo- and Mexican-American. Implications for the University's adaptation to the needs of students with these distinctive orientations are being explored. Purpose: To assist Mexican-American students in developing greater cultural role diversity and to aid the University in implementing a bicultural philosophy. 1970—ongoing.

Cultural Democracy in Education: The Case of the Mexican-American Child. New York: Seminar Press, 1972. (Although this book is not concerned with higher education directly, its principles are applicable to higher education.)

CASTELLANI, CHARLES M., KERRY J. CRANE and DAVID M. ELDRIDGE Ph.D. candidates in higher education, Higher Education Department, G.C.B. Room 138, University of Denver. Denver, Colorado 80210. (303) 753-3401.

176 *Geographic Location and Job Choice of Faculty*

In January 1972 a questionnaire was sent to a random sample of these faculty who accepted their initial positions at the institution between 1965 and 1970. Participants were asked to indicate their prior exposure to the region where they are employed and the reasons they accepted employment at their institution. By April 1972 the data will be tabulated and organized for analysis. The findings will be of primary importance to administrators and others interested in the higher education job market. Purpose: To determine the relative influence of geographic location upon the job choice of full-time, undergraduate Arts and Sciences faculty in accredited universities and colleges, public and private, in the United States Mountain and East South Central Census Regions. August 1971–August 1972.

Dissertation planned.

CAVANAUGH, ALFRED D. Principal Administrative Analyst, Office of Institutional Research, Room 210, Building T-8, University of California, Berkeley. Berkeley, California 94720. (415) 642-5743.

177 *Educational Opportunity Program Students at the University of California, Berkeley, 1966-1970*

Basic demographic data and academic histories for all students who were in the Educational Opportunity Program at UCB, from its inception in 1966 through spring quarter 1970, were drawn from the official records in the admissions and registrar's offices. Purpose: To identify the student background characteristics most closely linked to academic success, as measured by graduation, persistence, and improvement in grade-point average, in order to assist the administration in the evaluation and continual improvement of the EOP. February 1971–Spring 1972.

Offset report planned.

CAZIER, STANFORD President, Chico State College. Chico, California 95926. (916) 345-5011.

178 *Literature on Systems of Discipline*

A review of the literature on systems of discipline within colleges and universities. Purpose: To aid administrators, faculty, students, and committees involved in changing the system of discipline on their campuses. 1971.

A report to be published by the ERIC Clearinghouse for Higher Education, Suite 630, One Dupont Circle, Washington, D.C. 20036.

ERIC Clearinghouse on Higher Education.

CENTNER, S. I. Principal, Systems Research Group. Fifth Floor, 252 Bloor Street West, Toronto, Ontario. (416) 964-8411.

179 *Development for Duke University Medical Center of a Cost Simulation and Resource Allocation Model*

Construction of detailed operations files on courses, facilities, etc., and development of a cost simulation model with program-costing capabilities for application to all health oriented programs at Duke. Purpose: To provide Duke with the analytical capabilities to cost out and calculate revenue implications of current and alternative future programs and policies. Generalization of these systems for application to all health education centers and teaching hospitals. March–December 1971.

Project reports, operations manuals, coding manuals available from Systems Research Group.

Carnegie Corporation of New York.

180 *Development of a Resource Planning Model for Thomas More College*

Based on experience gained in the development of various CAMPUS models, Systems Research Group has constructed a less detailed forward planning model for Thomas More College in Covington, Kentucky. The system displays costs and revenues by degree program as well as in the more traditional budgetary format. Purpose: To provide the college with an analytical capability to cost out current programs and possible future alternatives. June–October 1971.

A sixteen-page brochure describing a generalized planning system, CAMPUS VII, and a detailed users manual containing coding instructions, report layouts, and running instructions are available from Systems Research Group.

Thomas More College.

181 *Unit Income and Expenditures*

Construction of simulation model. Purpose: To investigate the implications of policy change on funding levels for the various categories of postsecondary education in Ontario, given changes in academic policies and allocation of faculty time between student contact and other activities (such as research and public service). September–November 1971.

Final report available from Systems Research Group with permission from the Wright Commission.

Wright Commission, a Special Commission on Postsecondary Education appointed by the Ontario Department of Education.

CENTRA, JOHN A. Research Psychologist, Educational Testing Service. Princeton, New Jersey 08540. (609) 921-9000.

182 *The Effectiveness of Student Feedback in Modifying College Instruction*

The effects of formal student feedback on college instructors is being investigated at several colleges using a specially developed instrument. Halfway through a semester, student reactions to instruction will be reported to the experimental group of instructors and withheld from the control group. The instrument will be readministered at the end of the semester and to a "post hoc" group, and comparisons in changes in student ratings will be made. Purpose: To answer three related questions: Do instructors learn something about their teaching from this feedback? Do instructors improve in their students' ratings after receiving such feedback? And, which particular instructional procedures or behaviors tend to be changed? By identifying procedures and behaviors most amenable to change, the results will be useful in the construction of instruments to assess student reactions to instruction and in the use of these instruments. July 1971–June 1972.

Educational Testing Service Research Bulletin and journal article planned.

Esso Education Foundation, $26,365.

183 *Departmental Characteristics and Student Academic Growth*

This study uses the "input-output" model to investigate departmental effects on the cognitive growth of students at the 400 colleges in the American Council on Education research program. Student college admissions scores (SAT or ACT) or their NMSQT scores are the input measure. Student achievement on the Graduate Record Examinations Advanced Tests are used as the output measure of departmental effectiveness. Purpose: To identify departments that have graduates with higher or lower achievement than predicted, and to identify characteristics of these most and least effective departments. September 1971–July 1972.

Monograph and journal article planned.

184 *Women Doctoral Recipients in the United States: Trends in Their Professional Development and Their Current Status*

The study involves a survey of 2000-2500 women who have received doctorates during the past ten years and a sample of men matched on year of degree, field of study, and graduate school. Among the areas covered are the "professional socialization" process, patterns of interruptions and obstacles to career development, demographic characteristics, ability level, and reentry problems. Purpose: To describe the current status and professional development of women. A secondary purpose will be to obtain information on the views toward their own graduate training of both females and males with doctorates. October 1971–December 1972.

ETS Research Bulletin and journal article planned.

Graduate Record Examination Board grant of $49,700.

Faculty Perceptions of the Academic Environment, see Rodney T. Hartnett, 418.

CHADWICK, BRUCE A. Assistant Professor, Department of Rural Sociology, Washington State University. Pullman, Washington 99163.

185 *Predictors for Ethnic Acceptance or Discrimination*

A correlational field study in which data from self-report questionnaire scales, behavioral or observational indices, and personnel files were collected from 270 middle-class college students in daily interaction in dormitories with Mexican-American special students. Important variables were prejudice, past interference, fear of future interference, and social pressures. Purpose: To describe the relationships between attitude and behavior by testing ten hypotheses concerning psychological and situational determinants for ethnic discrimination, including acceptance and friendship responses. July 1969–1971.

"Factors Related to Prejudice and Discrimination Against Mexican-American Students."

CHAMBERLAND, CLAIRE see Nicole Gagnon, 359.

CHAMBERS, JACK A. Research Professor and Director, Computer Research Center, University of South Florida. Tampa, Florida 33620. (813) 974-2930.

186 *College Teachers: Their Effect on Creativity of Students*

A nationwide study to determine 1. if differences in teaching practices in the fields of psychology and chemistry in and out of the classroom affect the development of students as creative persons; and 2. if personality traits required for creativity in teaching at the college level are comparable to those required for creative scientific research and work in the arts. Creativity is measured by an evaluation of the published research of students who have studied under the teachers and who nominate the faculty members as having had a significant influence on their development as creative scholars. Two hypotheses are tested from "A Multidimensional Theory of Creativity," developed by the investigator, which emphasize the importance for creative work of a strong ego, a preference for complexity, esthetic sensitivity, and flexibility in thinking and the importance for creativity at high levels of initiative, dominance, introversion, independence, and perseverance. Purpose: To aid in the early identification of creative teaching talent, contribute to the development of creativity theory, and provide guidelines for the development of training programs for potential college teachers. June 1969–January 1972.

Article planned for a psychological journal, with probable publication of data on chemists in American Chemical Society journal.

U.S. Office of Education.

CHAMBERS, M. M. Visiting Professor of Educational Administration and Consultant on Higher Education, Illinois State University. Normal, Illinois 61761. (309) 438-7655.

187 *State Tax Support of Higher Education in the United States*

A continuing collection of data and comment from key persons in all state capitals regarding appropriations of state tax funds for annual operating expenses of higher education, together with less comprehensive data on capital funds and their sources, and on improvements in state revenue systems. Purpose: To provide timely data on annual and biennial appropriations as well as cumulative summations and analyses of these data. January 1959–ongoing.

Grapevine, offset report published approximately monthly since 1959. Annual summary reports such as *Appropriations of State Tax Funds for Operating Expenses of Higher Education, 1970-71*, 1971. *Higher Education in the Fifty States*, Danville, Illinois: Interstate Publishers, 1970. Three articles in the *Journal of Higher Education*, February, March, and April 1970. Summary review of state appropriations for higher education, 1969-1972, planned for publication by Interstate Publishers 1972. Supplementary volume to *Higher Education in the Fifty States* planned for 1973.

Assistance from American College Public Relations Association, American Association of State Colleges and Universities, and National Association of State Universities and Land-Grant Colleges.

188 *The Developing Law of the Student and the College*

Information on relevant decisions of courts of the 50 states and the federal jurisdiction. Purpose: To demonstrate the sweeping changes in the stance of the courts—particularly the federal courts—toward the rights and obligations of students since 1960 and especially since 1967. December 1968–August 1971.

"Speaker Bans and the Courts," *The Educational Forum*, 35:4 (May 1971) 471-478. "The Constitution Comes to the Campus," *Michigan Academician* (Papers of the Michigan Academy of Science, Arts, and Letters) 1972. *The Developing Law of the Student and the College*, Danville, Illinois: Interstate Publishers, 1972.

189 *Faculty and Staff before the Bench*

A study of state court decisions concerning the rights and obligations of college teachers, administrators, non-academic employees and governing board members with emphasis on new decisions since 1965. Purpose: To provide information regarding the developing concepts in academic law. December 1970–August 1972.

Book planned for January 1973 by Interstate Publishers.

CHANCE, CHARLES WILLIAM Deputy Coordinator for Planning and Research, Council on Higher Education, State of Washington. 1020 East Fifth Street, Olympia, Washington 98501. (206) 753-2210.

190 *Academic Tenure in Washington's Colleges and Universities*

Description of tenure, the policies affecting tenure at Washington's colleges and universities, and characteristics related to experience, publications, teaching loads, etc. Purpose: To study the problems and issues involved in academic tenure as a result of

Legislative Resolution HFR 110. Report completed January 1972.

191 *Graduate Program Needs*

Intensive analysis of manpower needs and future requirements in individual professions. Purpose: To review and evaluate opportunities and resources related to graduate education in Washington. Ongoing.

CHANDLER, MARJORIE see Theodore H. Drews, 280.

CHAPIN, J. R. Notre Dame College. Belmont, California 94002. (415) 593-7674.

192 *Interacting Patterns of Computer Support and Usage in U.S. Higher Education*

Gathered existing survey data on academic computer costs and utilization collected by the Southern Regional Education Board in 1965 and 1967. Purpose: To study the following topics: patterns in the sources of computer funds, types of computers and peripheral equipment, patterns of instructional and research use by academic area, computer staff, and computer science degree programs. July 1970–June 1971.

Journal article planned.

National Science Foundation and College of Notre Dame.

CHAPMAN, G. L. Associate Professor of Electrical Engineering, Electrical Engineering Department, General Motors Institute. Flint, Michigan 48502. (313) 766-9573.

193 *Psychometric Prediction of Engineering Student Persistence*

A longitudinal study using a newly developed test instrument, "Matching Engineering Figures Test," and a comparative psychological self-inventory for predicting continuation into the sophomore year of a group of 636 entering engineering freshmen. Purpose: To provide a more reliable basis for selecting students and reducing attrition. July 1969–June 1972.

Dissertation, University of Michigan, with articles planned.

CHARTOFF, MARVIN and JACK I. BARDON Department of Psychological Foundations, Graduate School of Education, Rutgers University. New Brunswick, New Jersey 08903. (210) 247-1766, ext. 6297.

194 *Follow-up of Doctoral Graduates in School Psychology*

An attempt to locate and survey all graduates of school psychology doctoral programs in the United States. Names and addresses were compiled from program directors. A questionnaire was distributed, inquiring about career progression, interest differentiation, and activities. Comparisons are being made with graduates of child-clinical psychology programs and with school psychologists who did not graduate from school psychology programs. Purpose: To learn what the doctorate in school psychology means and provide base-line data on graduates, as the number of these programs increases. June 1971–June 1972.

Dissertation (Chartoff), with psychology journal article planned.

Rutgers University Research Council grant of $200.

CHEIT, EARL Professor of Business Administration, 350 Barrows Hall, University of California, Berkeley. Berkeley, California 94720. (415) 642-5373.

195 *Schools for the Industrial Professions*

A descriptive profile of such schools as engineering, agriculture, business administration, architecture, and public administration. Purpose: To emphaisze the origins of these professions in the university, their development, their relationships within the university and with the professions outside the university, and their evolving purposes. Completion date: June 30, 1972.

Book planned.

Carnegie Commission on Higher Education.

196 *Follow-up Studies of Financial Problems of Selected Institutions*

Telephone calls, questionnaires, and campus visits. Purpose: To follow up on responses of selected institutions to the depression in higher education. Summer–December 1972.

Articles for scholarly journals planned.

Carnegie Commission on Higher Education.

CHEW, WILLIAM, Project Director and **MAURICE LEVY** Principal Evaluator and Associate Professor of Health Affairs Education, Division of Educational Research and Development, Medical College of Georgia. Augusta, Georgia 30902.

197 *Experimental Program in Medical Education*

A representative sample of 16 students involved in an innovative medical education program which was designed with an emphasis on learning by giving the students varied experiences in different learning environments, using a disease and patient oriented approach. The students responded to internal evaluation (written and oral exams, simulated patient workup) and external evaluation (questionnaires in both the affective and cognitive areas). Purpose: To determine the effectiveness of the Physician Augmentation Program at the Medical College of Georgia.

"An Experimental Curriculum for Basic Sciences" paper presented at the 1970 AAMC Conference, Los Angeles. "The Evaluation Plan for an Experimental Program in Medical Education" paper presented at the 1971 AAMC Conference, Washington, D.C.

CHICKERING, ARTHUR W. Vice President for Academic Affairs, Empire State College. (518) 587-2100; and Program Director, Strategies for Change and Knowledge Utilization, 2 Union Avenue, Saratoga Springs, New York 12866. (518) 584-4116.

198 *The Haves and the Have Nots: Commuter-Resident Differences in American Higher Education*

Multivariate statistical analyses of cross-sectional and longitudinal data from the Office of Research, American Council on Education, to study commuting and resident students in American two-year and four-year colleges and universities. Differences in characteristics at entrance, differences in college experiences and activities, and differences in college impacts and personality change during the college years were examined. Purpose: To generate evidence concerning the different educational outcomes associated with being a commuting or resident student, so that institutional decisions concerning college residences can be more soundly based and so that individuals can more effectively recognize the potential consequences of their own decisions. September 1970–Spring 1972.

A.W. Chickering and Ellen Kuper, "Educational Outcomes for Commuters and Residents" *Educational Record* 52:3 (Summer 1971) 255-261. Other reports available in mimeograph. Monograph planned.

American Council on Education Visiting Scholar Program, 1970-71.

199 *Strategies for Change and Knowledge Utilization*

A three-year action and research project undertaken with the cooperation of eight colleges and universities. The action program provides resources to participating institutions as they plan changes in curriculum, teaching, or evaluation. The research program, through participation observations, interviews, and questionnaires, studies the processes of planned change and knowledge utilization at these institutions during the course of the project. Purpose: To understand the processes of institutional innovation and research utilization so that planned changes can be made more effectively and take account of pertinent research and theory more often. January 1971–August 1974.

Detailed project description available from Strategies for Change and Knowledge Utilization office. Hardcover book and paperback manual planned.

National Institute of Mental Health, $400,000.

200 *Student Characteristics and Change at Empire State College*

Empire State College has been established by the State University of New York to test new approaches to higher education which take students' purposes as the point of departure for program planning. Students associate with local Learning Centers and prepare programs of study–contracts–with faculty members based at the centers. These contracts may include courses at nearby institutions, independently designed reading and writing, field experiences on the job, in volunteer activities, and in observational contexts. The College has a Coordinating Center in Saratoga Springs and will create eight regional centers during its initial phase of development. Entering students complete the Educational Testing Service Survey of College Achievement, the Omnibus Personality Inventory, and the American Council on Education Student Information Form, and these instruments will be readministered periodically during their attendance at the College. Purpose: To describe the family backgrounds, high school experiences, attitudes, values, vocational plans and aspirations, intellectual interests and levels of academic achievement of students entering the College and to assess changes in academic achievement, intellectual interests, vocational plans and aspirations, attitudes, and values during college. October 1971–ongoing.

Periodic reports for internal and external distribution planned.

CHRISTENSEN, GORDON J. Professor and Chairman, Department of Rehabilitative Dentistry, School of Dentistry, University of Colorado Medical Center. 4200 East Ninth Avenue, Denver, Colorado 80220. (303) 394-8507.

201 *Academic Health Center Governance and Its Effect on Professional Interaction*

An attitudinal and behavioral study of students, faculty and administrators in six major academic health centers, with regard to interaction in dentistry, medicine, and nursing, relative to governance patterns of each center. Purpose: To assist developing and future health centers adopt governance patterns which foster professional interaction and thereby reduce teaching, research, and service costs and provide better patient care. July 1971–July 1972.

Ph.D. dissertation planned, early 1973.

CHRISTIE, ROBERTA Professor and Coordinator, Student Personnel Work in Higher Education, Loyola University of Chicago. 820 North Michigan Avenue, Chicago, Illinois 60611. (312) 944-0800.

202 *Evaluation of a Professional Preparation Program in Student Personnel Work in Higher Education*

A survey of advanced students, alumni, practica, and field-work supervisors of the Loyola program, to determine the relative value of each facet of the masters and doctoral level curricula. Questionnaires were sent to appropriate students and alumni in May 1971 and structured interviews were held with all supervisors in September. Purpose: To improve the current curriculum and to develop a model for evaluating similar curricula in other universities. February 1971–January 1972.

Mimeographed report available. Journal article possible.

CHU, YU-KUANG Director, Computer Applications Center, Skidmore College. Saratoga Springs, New York 12866. (518) 584-5000, ext. 743.

203 *Evaluation of Student Response System in Undergraduate Education*

A GE 1000C Student Response System consisting of 40 six-button student stations was installed in a specially-prepared classroom at Skidmore College and connected to a computer at the Griffiss Air Force Base, Rome, New York, as well as to a computer at the GE Research and Development Center at Schenectady, New York. The faculty of Skidmore College is exploring the application of this system to undergraduate instruction in various academic disciplines. Purpose: To appraise the system's usefulness in teaching in a small college situation. May 1970–October 1972.

Report planned by October 1972. Journal article planned.

National Science Foundation.

CHURCHILL, RUTH Dean of Research, Antioch College. Yellow Springs, Ohio 45387. (513) 767-7331.

204 *Changes in Attitudes and Values of Antioch Students*

Since 1961 Antioch freshmen have taken the Omnibus Personality Inventory and Antioch's "Campus Profile," to determine their background, expectations, values, and attitudes toward themselves. Seniors have taken the same questionnaires, and analyses of the changes over the four years are being undertaken. Similar measures are being administered at the new Antioch campuses elsewhere in the country. Purpose: To learn about the development of Antioch students and to contribute to a theory of college effect and a theory of values. Ongoing.

No immediate publication plans.

205 *Evaluation of the Antioch School of Law*

The new law school opening in Washington, D.C., in the fall of 1972 under Antioch auspices will operate on a cooperative education basis, with students participating in field work alternately with study. Purpose: To evaluate the admissions process and operation of the school as well as the progress of the students themselves. Ongoing.

CLARK, ALAN Director of Institutional

Research, Ricks College. Rexburg, Idaho 83440. (208) 356-1419.

206 *Follow-up of Five Graduating Classes of Nurses*

Statistics concerning personal data, high school records, college records, and State Board Examination scores were collected from the 1965-1969 graduating classes of the Associate Degree Nursing Program at Ricks College. A questionnaire was sent to each graduate to obtain her current biographical information and her rating of the college nursing program. Another questionnaire was sent to her employer or supervisor to obtain a rating of her effectiveness. Purpose: To refine the selection process of future nursing students and evaluate the present nursing curriculum. January 1970–November 1971.

Duplicated report available.

CLARK, BURTON R. Chairman, Department of Sociology, Yale University. New Haven, Connecticut 96520. (203) 436-8128 and WAYNE CUMMINGS, AYSE ONCU, MICHELLE PATTERSON, and other doctoral students.

207 *National Systems of Higher Education*

A program of interorganizational analyses of systems of higher education, examining in particular the relationships between a nation's central ministry or office of education and the various institutions of higher education in the country. Field work and case studies have been undertaken in France (Patterson), Japan (Cummings), Italy (Clark), and Turkey (Oncu); and work may be undertaken in Sweden, Great Britain, and other countries. Purpose: To contribute to the theoretical and practical understanding of traditional structures of national systems of higher education and how changes come about in them. 1967–ongoing.

Ayse Oncu. *Higher Education as a Business: Growth of a Private Sector in Turkey* Ph.D. dissertation, Yale University, 1971.

National Science Foundation.

CLARK, M. P. see Rue Bucher, 144.

CLARK, MARY JO see Robert T. Blackburn, 98.

CLARK, TERRY N. Department of Sociology, University of Chicago. 1126 East 59th Street, Chicago, Illinois 60637. (312) 753-2964.

208 *Comparative University Organization: Two Projects*

1. A study of the French university and the emergence of the social sciences, which is largely completed and has been reported in several published articles and a forthcoming monograph. 2. An analysis of data from 116 American colleges and universities, in conjunction with Peter Blau at Columbia, Talcott Parsons at Harvard, and Gerald Platt at the University of Massachusetts, Amherst. 1964–ongoing.

"Emile Durkheim and the Institutionalization of Sociology in the French University System" and "The Structure and Functions of a Research Institute: The Année sociologique" *European Journal of Sociology* 9 (1968) 37-71 and 72-91. "The Rise and Decline of France as a Scientific Center" *Minerva*, 8:4 (October 1970) 599-601. "Institutionalization of Innovations in Higher Education: Four Models" *Administrative Science Quarterly* 3:1 (June 1968) 1-25.

National Science Foundation; National Institute of Mental Health; Social Science Research Committee, University of Chicago; and Columbia University.

CLEMENT, TERRENCE see Edmund Short, 911.

COHEN, MICHAEL D. National Science Foundation and Social Science Research Council Postdoctoral Fellow, School of Education, Stanford University and JAMES G. MARCH, David Jacks Professor of Higher Education, Political Science, and Sociology; School of Education, Stanford University. Stanford, California 94305. (415) 321-2300 ext. 2105.

209 *The American College Presidency*

The study examines the contemporary position of the American college president: role, career, tenure, self-perception, public image, and problems, based on an analysis of previously published data, on a series of new studies within a sample of 42 colleges, and on some thoughts taken from a theory of organizations. Purpose: To present a comprehensive profile of the American college president. Spring 1969–Spring 1972.

Book in Carnegie Commission series planned.

Carnegie Commission, University of Bergen, Copenhagen School of Economics, Stanford University.

COLE, NANCY Director of Test Development, The American College Testing Program, Incorporated. P.O. Box 168, Iowa City, Iowa 52240. (319) 351-4470.

210 *The Structure of Vocational Interests of Women*

Using data reported in their manuals, the Holland VPI, Kuder OIS, Strong SVIB, and ACT Vocational Interest Profile correlation matrices for women were analyzed. Purpose: To determine the structure of interests within this group and to examine the appropriateness for women of interest inventories originally developed for men. September 1971–January 1972.

Articles for professional journals and an ACT Research Report planned.

Predictions in Performance in Career Education see Melvin R. Novick, 749.

Development of Vocational Interests in Young Men and Women see Dale Prediger, 813.

COLE, NANCY Director of Test Development, The American College Testing Program, Incorporated. P.O. Box 168, Iowa City, Iowa 52240 and **GARY HANSON**, Research Psychologist, The American College Testing Program, Incorporated. P.O. Box 168, Iowa City, Iowa 52240. (319) 351-4470.

211 *Bias in Prediction of College Grades*

College grade predictions primarily with ACT assessment instruments are being analyzed for bias related to racial-ethnic identity, sex, and age. A review of the research done by others is also included. Purpose: To determine the effectiveness of tests in predicting college success of special groups. June 1971–October 1972.

Articles for professional journals, an ACT Technical Report, and an ACT Research Report planned.

COLLE, ROYAL Associate Professor of Communication Arts, Graduate Teaching and Research Center. 640 Stewart Avenue. (607) 256-2213 and **J. MAYONE STYCOS** Professor of Sociology and Director, International Population Program, B-5 McGraw Hall. Cornell University. Ithaca, New York 14850. (607) 256-4925.

212 *A Comparison of Traditional "Sections" and Media-centered Individual Instruction*

Half the students in Population Problems (Sociology 230) will take the traditional section experience, and half, instruction in individual carrel units. Each will be compared on achievement, interest in the subject, and attitude toward the system of instruction. Pre-tests, post-tests, and data from previous Sociology 230 classes will be used in evaluation. Purpose: To provide an alternative to the discussion section, by assigning some of the students to view and listen to materials on their own. January–June 1972.

Final evaluation report planned.

Center for Improvement of Undergraduate Education, Cornell University.

COLLINS, EDWIN M. Department of Oral Medicine, School of Dentistry, Loma Linda University. Loma Linda, California 92354.

213 *Programmed Learning System in Dentistry*

Evaluation of a limited number of substantive courses, using student performance on weekly quizzes, mid-term and final exams, and a six-month term retention test, as major variables. Individual student parameters as they affected achievement, and student attitudes toward the instructional systems were also investigated to determine the relative effectiveness of an individual dial-access (IDA) instructional system as compared to a group programmed instructional system using Edex automatic teaching equipment. In general, the IDA system proved to be more effective in both immediate test performance and long term retention. Purpose: To determine effectiveness of two teaching systems. July 1969–June 1971.

"Evaluation of a Programmed Learning System in Dentistry" final report, September 20, 1971.

Public Health Service.

COLVARD, RICHARD Professor of Sociology, Department of Sociology, Southern Oregon College. Ashland, Oregon 97520. (503) 482-6322.

214 *Philanthropic and Federal Funding of Higher Education*

The study collected and analyzed information on grants from major philanthropic foundations and federal agencies during the past decade. Purpose: To develop a computerized annual monitoring system to assist social scientists, policy makers, and other parties to know about distribution of grants to higher education. 1969–1972.

Reports, articles, monograph planned.

COLWELL, RICHARD J. Editor, Council for Research in Music Education, University of Illinois. 57 Armory Street, Champaign, Illinois 61820. (217) 333-1027.

215 *Critique of Research Studies in Music Education*

Critiques by selected music educators of recent theses in the field are published quarterly, as well as progress and final reports from recipients of U.S. Office of Education grants. Purpose: To disseminate information to music educators, doctoral advisers, and other interested parties on significant research in music education. January 1963–ongoing.

Bulletin of the Council for Research in Music Education (No. 27 in press) plus a separate compilation of critiques every three years.

U.S. Office of Education; University of Illinois; and Office of the Superintendent of Public Instruction, State of Illinois.

CONNOLLY, JOHN J. Dean of the College, Harford Community College. 401 Thomas Run Road, Bel Air, Maryland 21014. (301) 734-7171.

216 *Faculty Involvement in Community Service Programs*

One hundred and ninety community college faculty completed a questionnaire regarding their involvement in community services by describing critical incidents which contributed to or interfered with their involvement. Characteristics of the faculty, (rank, discipline, attitudes), and the institution (size, reward structure, load policy) were explored in relationship to involvement. Purpose: To identify techniques for involving faculty in community services. January 1971–February 1972.

No publication planned.

CONNOLLY, JOHN J. Dean of the College and TOM SEPE Coordinator of Institutional Research; Harford Community College. 401 Thomas Run Road, Bel Air, Maryland 21014. (301) 734-7171.

217 *Positive and Negative Characteristics of Individualized Instruction*

Models of individualized and traditional instruction were presented to a sample of community college students who selected one model and were then asked why. Responses were grouped into 18 categories. A second phase presented forced choice of pairs of characteristics of traditional and individualized instruction to students. Characteristics included grading, pacing, time factors, student control, and teacher role. Purpose: To identify those characteristics of individualized instruction which students regard as negative so that individualized systems may be modified to meet student needs and preferences and gain greater acceptance. April–November 1971.

Article planned.

218 *Selected Student Characteristics and Their Influence on Acceptance of Behavioral Objectives*

Two descriptions of a course were presented to community college students planning to enroll in the particular course: one was of the general catalog type; the other was described in behavioral terms. The sample was requested to select the course in which they desired to enroll. Student characteristics including age, sex, and expected grade were related to the option selected. Purpose: To determine the acceptability of behavioral objectives to students. August 1971–January 1972.

Article planned.

CONROY, BARBARA Project Directory, Outreach Leadership Network, New England Center for Continuing Education. 15 Garrison Avenue, Durham, New Hampshire 03824. (603) 862-1045.

219 *Outreach Leadership Network*

The Outreach Leadership Network is planned to prepare public librarians for leadership in reaching unserved community groups with effective programs of library service. Four institutes of four to five days each are being held to develop outreach action programs plus two programs to train the trainers needed to sustain the impact of the program. Purpose: To enable librarians to extend library services to segments of their communities now inadequately served, develop strong library leadership able to work effectively with groups in the profession and in the community, and build a network for communications and decisionmaking among New England librarians which will be used for mounting further state and regional public library outreach efforts. July 1971–December 1972.

Final report, training materials and activities reports will be channeled through ERIC.

U.S. Office of Education, Bureau of Libraries and Educational Technology, $109,000.

COOK, RAYMOND Doctoral Student, Department of Education, University of California, Los Angeles. 405 Hilgard Avenue, Los Angeles, California 90024.

220 *Upperclassmen's Satisfaction with College*

Data from the 1969 College Student Survey will be used. Purpose: To assess the relation between student satisfaction and selected personality traits, college major, institutional type, extracurricular involvement, and reported benefit derived from the college experience. 1971–ongoing.

Dissertation, University of California, Los Angeles.

COOPER, JACK H. Professor of Higher Education, Department of Education, Washington State University, Pullman, Washington 99163. (509) 335-4855.

221 *Field Services Offered to Community Colleges by University Departments of Higher Education*

A survey of 63 university units offering higher education as a field of study and service. Purpose: To determine the nature and extent of their field services to community colleges, and from this to determine areas of need. November 1970–November 1971.

Article or monograph planned.

COPE, ROBERT G. Assistant Professor of Higher Education, College of Education, University of Washington. Seattle, Washington 98195. (206) 543-1891.

222 *Situational Analysis of Faculty-Chairman Influence Relationships*

Questionnaire data were obtained from faculty members in six social science departments. The power relationships were analyzed in terms of departmental stress and job satisfaction, extending the earlier studies of Bachman and Parsons and Platt to include preferred influence relationships, faculty orientations of localism or cosmopolitanism, and situational relationships. Purpose: To assess the nature of the existing and preferred power relationships between themselves and their chairmen. April 1969–ongoing.

Paper presented at Congress of Applied Psychology meeting, July 25-30, 1971, Liege, Belgium. Articles planned.

223 *Entrance Characteristics Related to Types of College Dropouts*

Comprehensive entrance data were obtained on two entering classes at a large public university. Two years later additional data were obtained from a follow-up survey from this university as well as from dropouts and persisting students from a second university. Purpose: To identify the types of dropouts and the environmental press of their institution. June 1970–May 1971.

Final report submitted to U.S. Office of Education. Manuscripts in press.

U.S. Office of Education Regional Research Grant.

224 *Conditions of Employment of Soviet Academics*

Interviews were held with a small sample of professors in Odessa, Kiev, and Lvov during June 1971. Purpose: To obtain information on their conditions of employment (appointment, advancement, compensation, Party influence, source of research funding, etc.). June 1971–June 1972.

Article planned.

225 *Relationship between Research Productivity and Teaching Quality in Academic Departments*

Student assessments of the quality of undergraduate and graduate teaching in twenty-two academic departments are being correlated with the departments' ratings in the Roose-Andersen report on the quality of graduate departments. Purpose: To examine the proposition that quality research is related to quality teaching. February–December 1972.

Final report to U.S. Office of Education in December 1972.

U.S. Office of Education Regional Research Grant.

CORL, THOMAS see Donald W. Light, Jr., 605.

CORNETT, JOE D. Director, Institute for Research on Undergraduate Teaching, College of Education, Texas Technological University. Lubbock, Texas 79409. (806) 742-2247.

226 *Measurement and Evaluation of College Teaching: An Analysis and Synthesis of Research*

Studies are being collected, analyzed, and synthesized to develop a systematic plan for future research in this area. Purpose: To find out what the present state of knowledge is relative to the measurement and evaluation of college teaching, and what lines of inquiry hold the most promise for future research. October 1971–October 1972.

Article planned for journal publication.

CORWIN, RONALD G. Professor of Sociology, Ohio State University. Hagerty Hall, Columbus, Ohio 43210. (Until December 31, 1972: c/o National Education Association. Room 22, 1890 Northwest Boulevard, Columbus, Ohio 43212. (614) 486-6719.)

227 *Research Project on the Teacher Corps*

In the first phase of the project, 1968-1969, ten selected Teacher Corps training sites were visited for one week each by teams of interviewers, and a total of 1300 questionnaires were completed by interns, team leaders, classroom teachers, principals, school system coordinators, program directors and assistants, and university faculty. In the second phase, five sites were re-visited in the spring of 1970, and involved over 300 completed questionnaires from a more selective sampling of the seven positions. Between one-half and three-quarters of those returning questionnaires were interviewed. In addition, informant diaries and observations of interns were obtained. Social and personal characteristics of the participants, their social and educational attitudes, and data on role performance and relations, the organizational context and interorganizational relations were obtained. A follow-up survey of the original sample of interns plus a sample from the other programs is in progress. Evaluations of the performance of ex-interns presently teaching and comparative organizational data is being obtained from the principals of teaching interns. The original sample of team leaders, principals, a sample of cooperating teachers and university faculty were sent questionnaires, and over fifty percent of the intern respondents were interviewed. Data on teacher career patterns and performance, educational change and innovation, attitudinal change and organizational variables have been obtained. Purpose: To identify and evaluate the factors involved in the impact of an innovative, federally-funded teacher training program on participating educational systems. August 1968–December 1972.

Technical report on the first and second phases to be published by John Wiley Interscience, 1973. A short report for a more general public to be published by N.E.A., late 1972. Report on the third phase, currently in progress, will be available in 1973.

Ford Foundation funds administered by the National Education Association.

COTTLE, THOMAS J. Educational Research Center and the Medical Department, Massachusetts Institute of Technology. Cambridge, Massachusetts 02139. (617) 864-6900, ext. 536.

228 *Perceptions of Experiences in Higher Education and the Nature of Institutions*

Open-ended interviews, often taking place every week over a period of several years, with faculty and students in the colleges and universities of the greater Boston area, to study the lives of people involved in higher education and the effect of that environment on them. Purpose: To communicate the experience of learning and education and of how the experience of education affects various persons—men, women, minority group members, the poor—in areas such as feelings, occupational plans, family relations, and interests. 1968–ongoing.

Articles have appeared in *Change* and *Saturday Review.* Forthcoming: "A Rationale for Relevance in Higher Education" *Interchange* 1972. "The Man Who Sought Education" *Antioch Review* 1972. "The Felt Sense of Students," "Run to Freedom: Chicanos in Higher Education," "An Adult Returns to College" (tentative title), *Change,* 1972. Books planned: *The Abandoned,* 1972; *Education for Survival,* 1972-73; and with Craig Eisendrath, *Lighting a Fire in the University,* 1972-73.

COTTON, JOHN W. Professor of Education and Psychology, University of California, Santa Barbara. Santa Barbara, California 93106. (805) 687-1622 and **ALBERT ROSEN** Clinical Psychologist, White Oak Psychological Center. Silver Spring, Maryland. (301) 593-3100.

229 *Review of Research on the Peace Corps*

A critical review of the published and in-house empirical research literature on selection, training, and performance of Peace Corps volunteers, including such problems as the teaching of foreign language to Peace Corps trainees. Purpose: To provide an archival summary and evaluation of research aimed at improving an ongoing governmental agency. July 1966–March 1972.

Book or monograph planned, tentatively titled *Par for the Corps.*

Peace Corps and University of California Committee on Research assistance.

COULL, K. W. Institutional Research and Planning, 111 University Hall, University of Alberta. Edmonton, Alberta. (403) 432-5295.

230 *Retention Rates at the University of Alberta*

Historical analysis by computer of promotion, transfer, and withdrawal rates of students within each faculty. Purpose: To serve as parameters in an institutional enrollment projection model. October 1970–ongoing.

Enrollment Projections, University of Alberta, see P. E. Haney, 409.

COUNCIL FOR FINANCIAL AID TO EDUCATION, 6 East 45th Street, New York, New York 10017. (212) 682-3410. HAYDEN W. SMITH, Vice President, Research.

The Council, supported by contributions from some 200 companies, seeks to stimulate increased support for higher education. Its Research Division provides analyses and information digests. Purpose: To further voluntary support and to focus attention on areas where support is most needed.

231 *Voluntary Support of Education*

An annual survey of 2500 colleges and universities plus the 800 members of the National Association of Independent Schools, listing the amount of their voluntary support. Purpose: To assess voluntary support of education. Annual since 1959. Questionnaires mailed in autumn for the preceding academic year.

Report on 1970-71 year will be published in May, 1972.

232 *Biennial Study of Corporation Support of Higher Education*

Every two years questionnaires are sent to some 5000 corporations for a breakdown of their contributions to education. Responses are classified by industry type and size, not by particular company. Purpose: To give a continuing composite picture of business practices in aid to education, and provide information by industry and company size to enable donors to relate their contributions to those of similar companies. The ninth study, for 1970, was undertaken in March, 1971, and was published in late 1971. The study for 1972 will be published in late 1973.

233 *Special Studies*

Besides its annual and biennial surveys, the Council is including: 1. an analysis of Internal Revenue Service Data regarding corporate contributions to education by size of corporation; 2. a "white paper" to see whether the restrictions on regulated industries such as public utilities regarding contributions to charitable causes can be revised, with the Council possibly taking legal action to permit these agencies to contribute some profits to these causes; 3. an up-date of the Council's 1967 study of corporate matching grant plans; and 4. an analysis of March 1970 Current Population Survey data about the location of college and university trained people in the labor force, which indicates that of the thirty million college-trained people now alive in the United States, approximately one-third are not currently employed in the labor force, another third are either self-employed or employed by service or non-profit enterprises; and the other third are employed in private enterprise.

For further information on these studies, contact Dr. Smith.

COUNELIS, JAMES STEVE Associate Professor of Education and Director, Office of Institutional Studies, The University of San Francisco. San Francisco, California 94117. (415) 752-1000, ext. 520.

234 *Education and the Advance of Knowledge*

An interdisciplinary volume conceptualizing education as the transmission and creation of cognitive knowledge, intellective, psychomotor, and social skills, and axiological knowledge. Using a systems approach, a paradigm on knowledge advance is filled in with systematic concepts, some taking on the form of symbolic statements as a concise descriptive mechanism for the phenomenon. Purpose: To integrate the many disciplinary approaches to education, so that a new cross-disciplinary empirical science for education can grow toward some integrated basis. 1971.

Paperback for Addison-Wesley's interdisciplinary series in education.

COWLEY, W. H. David Jacks Professor of Higher Education, Emeritus, Stanford University. 848 Northampton Drive, Palo Alto, California 94303. (415) 327-5924.

235 *Conceptual Roots of American Academic Government*

An effort to trace the roots and development of the most significant elements of American academic government in order to correct a number of persistent historical myths. An example of such myths is that lay governing boards and the office of college president are American inventions, foisted upon defrauded professors by business tycoons. European influences are described, the evolution of American patterns summarized, and the part played by students, alumni, academic associations, civil government, and other external groups depicted. Among the controversies explored are those of church and state, of external power of visitation, and of demands for faculty control of academic government. Purpose: To help develop better relationships among professors, presidents, trustees, and everyone concerned with the present and future health of American higher education. 1945-ongoing.

"Some Myths about Professors, Presidents, and Trustees," *Teachers College Record*, 64:2 (November 1962) 159-171; "Professors, Presidents, and Trustees: An Assessment of the Conceptual Roots of American Academic Government," duplicated, 1961. Printed edition of revision planned.

Carnegie Corporation of New York and William H. Donner Foundation.

COX, OTHA P., Jr. Assistant Superintendent, Monroe County Schools, District School Board of Monroe County. 310 Fleming Street, Key West, Florida 33040. (305) 296-6523.

236 *Self-perceived Roles of Black and Non-Black Administrators in Predominantly White Institutions of Higher Education*

A March 1971 nationwide survey of 98 black and 110 non-black administrators who have comparable institutional affiliation and who hold similar positions in selected predominantly white urban community colleges. The design used a descriptive comparison of group responses regarding self-perceived power, authority, and conflict; plus a one-way analysis of variance and the chi-square to test hypotheses. Purpose: To determine if there is a unique set of social and psychological mechanisms operating on black administrators. May 1970–May 1971.

Journal articles or book planned.

COYNE, CHARLES E. see Solon E. Haynes, 425.

CRANE, KERRY J. see Charles M. Castellani, 176.

CREAGER, JOHN A. Research Associate, American Council on Education. One Dupont Circle, Washington, D.C. 20036. (202) 833-4746.

237 *The American Graduate Student*

A survey of graduate students in 158 institutions was conducted in cooperation with the Carnegie Commission on Higher Education. A 12 page questionnaire asked respondents for extensive biographic and demographic information, degree and career plans, attitudes and opinions on academic and general issues. Data were weighted to provide reasonable estimates for the population of graduate students in those institutions with postbaccalaureate programs in academic and technical areas. Purpose: To provide a picture of the experiences and developing expectations of the American graduate student as a human resource. January 1969–November 1971.

"The American Graduate Student: A Normative Description," *ACE Research Reports* (6:5) October 1971.

Carnegie Commission on Higher Education and the U.S. Office of Education, American Council on Education, National Science Foundation, and the National Institute of Mental Health.

238 *Survey of Selected Innovations and Reforms in Higher Education*

A special survey of about 2500 institutions of higher education to discover innovations and reforms in policies, programs, and instructional methods including credits; student representation in governance; use of special services to students; policies regarding student behavior, rights, and freedoms; special undergraduate programs, instructional methods, and procedures; policies on faculty appointments, freedoms, and responsibilities; methods for evaluating policies and programs; and areas of critical need for funds. Purpose: To obtain an up-to-date account of the extent of innovations and reforms in the full range of institutions of higher education for use by the American Council on Education in meeting its current and anticipated responsibilities, and by academic administrators and educational researchers. September 1971–June 1972.

American Council on Education report planned, 1972.

Higher Education Panel see Barbara A. Blandford, 101.

CREAGER, JOHN A. Research Associate, American Council on Education. One Dupont Circle, Washington, D.C. 20036. (202) 833-4746; and **ROBERT F. BORUCH** Department of Psychology, Northwestern University, Evanston, Illinois 60201.

239 ***Reliability and Errors of Measurement in Survey Research in Higher Education***

Freshman students in three institutions who completed the ACE Student Information Form used in the Council's Cooperative Institutional Research Program in 1969 freshman survey also completed a supplemental questionnaire consisting of other items included in previous freshman surveys, and were retested within two weeks to provide data for estimating item reliability and to study measurement error. All types of items normally included in college student surveys were represented. Purpose: To assure that interpretations of studies using such data are minimally affected by errors of measurement, and to study the factors affecting measurement error. January 1970–March 1972.

ACE Research Report planned, Spring 1972. Some special results have been submitted to professional journals.

American Council on Education, National Science Foundation, and National Institute of Mental Health.

CREAGER, JG Associate Professor of Biology, Division of Natural Sciences and Mathematics, (Eastern Campus) Northern Virginia Community College. 3443 South Carlyn Springs Road, Bailey's Crossroads, Virginia 22041. (703) 280-4000, ext. 324.

240 ***Development of a Biotechnical Training Program***

Planning and implementing a scientific technical training program primarily in biological and environmental techniques but including a substantial amount of chemical techniques using self-instructional modules. The program is being developed in cooperation with local employers of technicians. Purpose: To provide a program which serves the needs of the community, is transferrable to a four-year college, or leads to employment at the end of two years, or which can lead to basic skills for employment after one year. June 1971–June 1972.

Quarterly reports and final report provided upon request. Modules will be available according to the policies of the U.S. Office of Education Regional Office.

U.S. Office of Education, $9,900.

CROSS, K. PATRICIA Senior Research Psychologist, Educational Testing Service. 1947 Center Street, Berkeley, California 94704. (415) 849-0950, ext. 217, and **JOHN R. VALLEY** Director, College Level Placement and Equivalency Program, Educational Testing Service. Princeton, New Jersey 08540. (609) 921-9000.

241 ***Non-Traditional Study***

A coordinated series of research projects, utilizing the skills of staff members of the Educational Testing Service, College Entrance Examination Board, Center for Research and Development in Higher Education, and other organizations, to provide empirical data for the Commission on Non-Traditional Study. The Commission, headed by Samuel B. Gould, is operating under a two-year grant from the Carnegie Corporation of New York to CEEB and ETS. Areas of study include the students for non-traditional study, program offerings, instructional systems and media, award of credit, problems of evaluation and accreditation, and the financing of non-traditional study. Plans call for a national questionnaire survey of 800 men and women regarding their educational needs and plans; a survey of colleges, universities, and proprietary schools regarding their distinctive educational programs, admission and graduation requirements, and plans regarding new programs; and interviews with leaders of non-traditional programs, experts in adult education, and current or potential students in non-traditional programs. 1972.

A set of summary reports is planned for mid-summer 1972 by K. Patricia Cross, Cyril Houle, Wesley Walton, Abraham Carp, Jonathan Warren, James Bowman, Richard Peterson, and others.

Barriers to Participation of Women in Continuing Education, see Samuel Ball, 57.

Equalizing Educational Opportunities Through Relevant Programs, see E. L. Klingelhofer, 588.

CROUCHETT, LAWRENCE P. Director of Special Programs, Diablo Valley College. Pleasant Hill, Califonia 94523. (415) 685-1230.

242 *The Relationship of Ethnic Studies Programs and the Renewal of the General Education Movement*

An inventory, analysis, and comparison of ethnic studies aims, ends, and methodologies with those of general education at a sampling of California community colleges, and an assessment of the impact of ethnic studies on the general education movement at these institutions. The research will look at curricular programs, reading lists, instructional methodologies, written and verbalized ends, purposes, and expected outcomes of the two programs. Purpose: To assist higher education administration plan and develop general education and ethnic studies programs, see the interrelationship of the two programs, and the possibility of merger between them. September 1970–June 1972.

Book planned.

CROWLEY, R. W. Ministry of State for Urban Affairs, Ottawa 7, Ontario. and **D. A. WILTON** Department of Economics, Queen's University at Kingston. Kingston, Ontario.

243 *Learning, Understanding and Retention of Basic Economic Principles*

A test developed by the principal investigators was administered over a three-year period to all students in the first year economics course in the Department of Economics of Queen's University and to a control group of students not taking the first year course, and then readministering the test to a sample of students in second and more advanced years who had previously taken it in an effort to gauge the retention of basic principles. Purpose: To examine learning among students in first year economics courses. May 1970–October 1974.

Publication to be determined.

Ontario Department of University Affairs and Canada Council.

CULBERTSON, JACK A. Executive Director and **L. JACKSON NEWELL** Research Assistant, University Council for Educational Administration. 29 West Woodruff Avenue, Columbus, Ohio 43202. (614) 422-2564.

244 *Improvement of Programs for Preparing Higher Education Administrators*

Questionnaires were sent to 150 professors and administrators, and interviews were conducted with 50 professors and administrators, with the aim of improving programs to prepare higher education administrators by identifying alternatives, defining and evaluating options, and making recommendations for action. Purpose: To identify and define conceptually the problems associated with the preparation and practice of higher education administration through the use of available literature and data. November 1971–November 1972; implementation to follow.

UCEA research report or journal article planned.

University Council for Educational Administration (a consortium of 59 universities with programs in educational administration).

CUMMINGS, WAYNE see Burton R. Clark, 207.

CURRY, DENIS Deputy Coordinator for Information Systems, Council on Higher Education, State of Washington. 1020 East Fifth Street, Olympia, Washington 98501. (206) 753-2210.

245 *Financing Public Higher Education in the State of Washington*

A comprehensive study of financial support in the State of Washington for public higher education, including a review of the level of fees and charges, cost by programs, budget systems and formulas, and program budgeting. Purpose: To fulfill Legislative Resolution-HCR 7.

Preliminary report ready December 1971; final report in preparation during 1972.

246 *Community College Cost Study and College and University Faculty Workload Activity*

Establishing definitions and procedures for the allocation of vocational-technical and college transfer funding. Purpose: To review the formula used by community colleges in Washington and to develop guidelines relative to faculty productivity and classroom contact hours.

Preliminary reports ready, January 1972; final reports in preparation during 1972.

247 *Enrollment and Program Definitions, Uniform Information System, and Implementation of Planning and Management Systems*

These projects include the development of uniform definitions of terms and data elements for reporting of student enrollments, space utilization, and expenditure program categories, with special attention to program definitions relating to academic, vocational-technical, and community services of community colleges; the development of a reporting time sequence for data on faculty activity, space utilization, salaries, etc.; and the implementation of planning and management tools for Washington's institutions of higher education and the Council on Higher Education, such as course load analyses, program classification structures, cost finding principles, and a resource requirement prediction model. Purpose: To identify and collect data required in statewide planning for higher education.

Reports ready beginning in January 1972.

CUSHMAN, HAROLD Professor of Agricultural Education and **FREDERICK TOM**, Professor of Agricultural Education, 206 Stone Hall, Cornell University. Ithaca, New York 14850. (607) 256-2197.

248 *Student Description of College Teaching*

A computerized technique will be developed to summarize descriptions for a given professor in a given course. A "teaching behavior analysis chart" will enable the professor to diagnose and improve his teaching effectiveness. Purpose: To devise a systematic way in which students can describe their professors' teaching behavior in terms of variables relevant to effective teaching. September 1971—August 1973.

Final report, fall 1973.

DALGLISH, TOM Research Assistant, Center for Research and Development in Higher Education, University of California, Berkeley. 2150 Shattuck Avenue, Berkeley, California 94704. (415) 642-0250 or 841-7504.

249 *The Law and Higher Education*

Analysis of developments in the relationship of law to higher education and the operation of institutions, including: 1. state administrative law, especially recent administrative procedure legislation affecting institutional rules and general policy; 2. relationship between academic freedom and institutional autonomy and the distribution of information and knowledge; 3. college athletics and the law; 4. collective bargaining as a tool in deciding educational plans and policies as well as over terms and conditions of employment; 5. questions on state government and higher education (including work with Lyman Glenny). Purpose: Analysis of developments in the relationship of law to higher education and the operation of institutions. 1969—ongoing.

Dissertation, monographs, and journal articles planned. "State Administrative Procedure Legislation and Higher Education: Alternative Model for Governance," *California Law Review*, Summer 1972. "The Legal Basis of the University" with Lyman Glenny in a forthcoming Carnegie Commission volume edited by James A. Perkins.

Meaning and Effectiveness of Constitutional Status of Public Universities see Lyman Glenny, 372.

DAVIS, CARL O. Director of Evaluation, School of Dentistry-AD108, Medical College of Georgia. Augusta, Georgia 30902. (404) 724-7111, ext. 8611.

250 *Evaluation of a Three-Year Continuous Curriculum Replacing the Conventional Four-Year Dental Curriculum*

Three dental classes with matriculation time varying from 33 to 45 months are currently being studied. Measurements included accomplishment of specific behavioral objectives, scores on National Board clinical and basic science tests, performance on State Board examinations, and clinical performance and production within the academic confines. Also studied will be the degree of community involvement, faculty and student preferences and values, and cost per graduate. Purpose: To assess impact of condensed, continuous curriculum and to develop measurement instruments for self-paced dental curriculum. September 1969—September 1974.

Articles planned for the *Journal of Dental Education* from 1973 onward.

Self-paced Learning of Clinical Skills (Crown Preparation) in Restorative Dentistry see David E. Beaudreau. 72.

Group Grading of Biological Problems Seminars in Dental Education see Norton M. Ross, 856.

Historical Tissue Recognition for Dental Students see Mohamed Sharawy, 903.

Use of a Non-threatening Final Examination in Dental Assistant Education see Donna Shurley, 918.

DAVIS, JEANNE C. see Leo A. Munday, 732.

DAVIS, JOHN B. Director of Research and ALLEN J. BARWICK Coordinator of Institutional Research, North Carolina Board of Higher Education. P.O. Box 10887, Raleigh, North Carolina 27605. (919) 829-3881.

251 *Cohort Study of North Carolina Youth*

In 1967 biographical information was collected on high school freshmen in North Carolina with the support of the Department of Public Instruction and the Richardson Foundation. Follow-up studies have been undertaken subsequently and an inventory of this information is being prepared, with particular attention to those students who did not continue on into college—their characteristics and barriers to their enrollment. Purpose: To learn why North Carolina ranks 49th in the nation in the number of its youth who enroll in higher education.

DAVIS, JUNIUS A. Director, Southeastern Office, Educational Testing Service. 501 Willard Street, Durham, North Carolina 27701. (919) 682-5683 or 682-7888.

252 *Relative Validity of SAT for Blacks and Whites in Integrated Colleges*

Using data from a 1969 study of six integrated public universities in North Carolina, this study examines the regressions of grades on SAT scores and on SAT scores plus high school rank-in-class for black versus white students separately. Two questions were asked: 1. are the grades of black students more, less, or equally predictable as those of whites; and 2. what would be the probable impact of using the white-based prediction equations on black applicants? Purpose: To compare predictability patterns of the grades of black and white students. Completed Fall 1971.

Report published.

College Entrance Examination Board.

253 *Admissions Policy and Practice*

Interviews with black freshmen in traditionally white colleges and white freshmen in traditionally black colleges were conducted. Initial results indicate that although black students enter white colleges to obtain a quality education and to become a productive member of a color-free society, the impact of their experience—except in the nonresidential community colleges—tends towards increased awareness of their black identity and polarization. Purpose: To learn what motivated these students to choose atypical educational settings, how they fared, what changes took place in their attitudes, the similarities and differences between the two groups, and the implications of their experience for better recruitment procedures and to create more effective and wholesome educational environments as the racially dual educational system is eliminated. Completed 1971.

Report pending.

College Entrance Examination Board and Educational Testing Service.

DAVIS, JUNIUS A. Director, Southeastern Office, Educational Testing Service. 501 Willard Street, Durham, North Carolina 27701. (919) 682-5683 or 682-7888. and CHUCK STONE Director of Minority Affairs, Educational Testing Service. Princeton, New Jersey 08540. (609) 921-9000.

254 *Special Service Programs in Higher Education for Disadvantaged Students*

A study involving a questionnaire survey of a national probability sample of approximately 10,000 students in a selected set of 100 institutions, in-depth interviews among these institutions' disadvantaged students, and in-depth assessment of approximately 20 successful programs through campus visits. Purpose: To assess the need for and the effectiveness of special services for disadvantaged students in institutions of higher education; to develop an information base for use in future evaluation activities; and to provide useful program management information to assist the Division of Special Student Services of the U.S. Office of Education manage its programs more effectively. August 1971—October 1972.

A final report at the completion of the study is planned.

U.S. Office of Education.

DAVIS, ROBERT H. Assistant Provost and Director, Educational Development Program and Instructional Development Service, 428 Administration Building, Michigan State University. East Lansing, Michigan 48823. (517) 353-1697.

255 *Educational Development Program*

The Educational Development Program encompasses a wide variety of projects. Purpose: To improve instruction at Michigan State University, including the development of in-service training programs for faculty, assessment of student attitudes about instruction, new methods of teaching, and departmental and college resource analyses. 1964–ongoing.

Several reports available–most recent, Spring 1971. Spring 1972, report planned.

DEABLER, VINCENT T. see Alan O. Sockloff, 941.

DEAN, MARINA Research Associate, Center for the Study of Higher Education of New College, Hofstra University. Hempstead, New York 11550. (516) 560-3462.

256 *Off-campus Learning Programs*

A literature review was conducted, and a questionnaire mailed to 177 undergraduate colleges and universities throughout the United States, known through past research to be active in experimental and innovative education, to obtain information on the extent and parameters of current off-campus learning programs. Purpose: To assist other colleges and universities by providing information, including available reference sources, on such programs. Fall 1970–Winter 1971.

Mimeographed report.

Student Attitudes Toward the First Course at New College see Margaret A. Hofeller. 455.

DEGNAN, J. W. see Alan O. Sockloff, 940.

deGRASSE, RICHARD V. Associate Director for Curriculum Development and Planning, Academic Computing Center, University of Vermont. Burlington, Vermont 05401. (802) 656-3190.

257 *Remote Computing in Higher Education–Prospects for the Future*

An overview of present patterns of remote computing in higher education with projections thorugh 1975-1980, based on an extensive literature review, talks with industry users and regulatory bodies plus selected economic analysis. Research included the effects of communications technology and related tariffs on computer utilization, and the regulatory and policy variables in remote educational teleprocessing, where two or more institutions share computer resources through a communications network. Alternative types of networks are described, their economics reviewed, and policy implications for federal agencies and for institutions are discussed. Purpose: To project as pragmatically as possible the future of remote computing in higher education in answer to the questions, Is a national educational teleprocessing network evolving by itself (no), and is it worthwhile (yes)? Completed December 1971.

Booklet with above title.

National Science Foundation, $35,900.

DEITZEL, ROBERT E., JR. see James W. Selgas, 896.

DELOHERY, PAT see Gerald McLaughlin, 687.

DEMERATH, NICHOLAS J. Department of Sociology, Washington University. St. Louis, Missouri 63130. (314) 863-0100 and CHARLES ANDERSEN, American Council on Education. Suite 800, One Dupont Circle, Washington, D.C. 20036. (202) 833-4716.

258 *A Survey of New Institutions*

In 1967 the presidents of 1000 institutions of higher education that had opened between 1946 and 1966 were surveyed about their institutions' difficulties and problems as well as for statistical indices of their institutions' growth. Results of the survey are being tabulated and edited for publication. Purpose: To guide planners of new institutions by indicating potential pitfalls and difficulties. 1967–1972.

American Council on Education monograph planned, 1972.

DEMERS, STEVEN see Jack I. Bardon, 62.

DENIS, ANN B. Department of Sociology, Bishop's University. Lennoxville, Quebec. (819) 569-9551, ext. 236.

259 *Social Characteristics and Academic Performance of CEGEP (College Enseignement Generale Education Professionnelle) Students*

In 1967 Quebec inaugurated its CEGEP programme of colleges of general and professional education, offering two-year transfer curricula and three-year terminal programmes. Samples of approximately 100 students, who have successfully completed the programme of a French and an English CEGEP, are being studied. Purpose: To examine their social characteristics and subsequent education or work activities and to learn whether the changes in the educational system signified by CEGEP have been accompanied by more equal opportunities of access to postsecondary education. Summer 1970–Summer 1972.

Canada Council.

DENNIS, DAVID M. Director of Research, Western New Mexico University. Silver City, New Mexico 88061. (505) 538-6648.

260 *Characteristics of Mexican-American Students and Population in the Region*

A questionnaire survey of the Mexican-American population in the region served by the University and of the Mexican-American students enrolled there, in order to understand better the special competencies and needs of Mexican-Americans and provide better educational programs for them. Purpose: To identify high-risk high school juniors and seniors and to devise remedial programs and provide counseling so that they may be prepared for college level work. Fall 1971–1977.

Occasional reports planned.

U.S. Office of Education.

DENNISON, J. D. Professor of Higher Education, Faculty of Education, University of British Columbia. Vancouver 8, British Columbia, **H. G. JONES** Faculty, Vancouver City College, and **A. TUNNER** Operations Research Group, British Columbia Research. (604) 228-5252.

261 *The Impact of Community Colleges*

An analytical survey of all freshmen students entering postsecondary educational institutions in the province of British Columbia as of September 1971. The educational variables, demographic characteristics, and opinion variables will be surveyed through a search of precollege and college records as well as an analysis of responses to various measurement instruments. The extent of the study will cover a three-year period and involve certain follow-up assessments of the sample. Purpose: To assess the impact of community colleges from three broad points of view–students, society, and the system. A secondary objective will be to determine by what means an interdisciplinary approach could be brought to bear on other aspects of higher education. May 1971–June 1972 (first stage), and May 1974 (final stage).

Duplicated report planned.

The Donner Canadian Foundation, $75,000.

DERSHIMER, RICHARD A. Executive Officer, American Educational Research Association. 1126 Sixteenth Street N.W., Washington, D.C. 20036. (202) 223-9485.

262 *The Educational Research Community: Its Communication and Social Structure*

A summary of symposium proceedings that should be considered as a preliminary statement of the insights gained by the AERA in its attempt to learn how researchers can intervene more effectively in the development and direction of their own field. It was the central strategy to examine the social systems of educational research in order to elucidate the nature and characteristics of the professional behavior of educational researchers. Purpose: To inform leaders in educational research of their channels of communication–professional, formal, and informal–how to use them, and how to restructure them for their better use. November 1968–November 1971.

Limited edition volume, distributed by American Educational Research Association to selected individuals in January/February 1972; also available through ERIC, 176 pp., Document Number ED 057 275.

U.S. Office of Education, Bureau of Research, in part.

DEVLIN, LAURENCE E. Director, Division of Continuing Education, University of Victoria. Victoria, British Columbia.

263 *Participation in Adult Education and Occupational Mobility*

Four groups of 40 adult males were interviewed in Cicero, Illinois: one group of frequent participants in the local high school-community college adult education programs; one group of infrequent participants; a group of nonparticipants who knew of the adult education opportunities; and one of nonparticipants who were unaware of them. Purpose: To compare the differences in the amount of upward socioeconomic mobility these men had exhibited during their adult careers. Statistically different amounts of change were found among the four groups, with the frequent attenders being the most upwardly mobile. 1969–1970.

Ph.D. dissertation, University of Chicago.

U.S. Department of Labor.

DEWEY, CARLYLE Project Coordinator, Community Needs Study, Metropolitan State Junior College. 50 Willow Street, Minneapolis, Minnesota 55403. (612) 335-8944.

264 ***Political Activism, Ideology, and Related Characteristics of Majors in Selected Social Sciences***

A questionnaire was completed by seventy percent of all seniors in economics, political science, or sociology in the College of Liberal Arts of the University of Minnesota during the spring of 1971. Purpose: The data was used to test hypotheses about student activism; to describe students majoring in each of the three fields; to examine the relationships between political activism and ideology and family background characteristics, attitudes toward major field of study, and plans for the future; and to elicit students' evaluations of their major field of study. January 1971–January 1972.

Ph.D. dissertation, University of Minnesota, and articles planned.

265 ***Community Reactions to Existing and Potential Junior College Offerings in Minneapolis and St. Paul***

A series of attitude scales on aspects of junior college programs and operation have been developed through free-response interviews followed by content analysis. The resulting questionnaires are being administered by telephone to a random sample of at least 400 persons in Minneapolis and St. Paul, stratified to over-represent recent high school graduates and others in their age group. A separate sample of community leaders is also being planned. Purpose: To assist the development of on- and off-campus programs of the Metropolitan State Junior College. November 1971–June 1972.

Report to the Minnesota State Junior College Board planned; also a journal article.

Minnesota State Junior College Board.

DICKEY, FRANK G. Executive Director, National Commission on Accrediting. Suite 760, One Dupont Circle, Washington, D.C. 20036. (202) 296-4196.

266 ***Accreditation Trends***

An analysis of trends in voluntary accreditation of colleges and universities toward greater government involvement in accreditation. Purpose: To give perspective for the consideration of proposals regarding accreditation. 1971.

Report to be published by the ERIC Clearinghouse on Higher Education, Suite 630, One Dupont Circle, Washington, D.C. 20036, in March 1972.

U.S. Office of Education.

DIENST, EVELYN R. Post-graduate Research Psychologist, Center for Research and Development in Higher Education, University of California, Berkeley. 2150 Shattuck Avenue, Berkeley, California 94704. (415) 642-1968.

267 ***Psychological and Activist Political Alienation Related to Faculty-Student Interaction (and Student Characteristics)***

Students from eight diverse institutions were given questionnaires and the Omnibus Personality Inventory when they were freshmen and again when they were seniors. A subsample of 354 was used to develop two independent scales of alienation through factor analysis. Four types of students were identified and compared on their relationships with faculty, and scores on the two alienation scales were correlated with a variety of student characteristics variables. Purpose: To determine the varieties of active and passive forms of alienation among students and to understand some of the generational, institutional, social and psychological consequences of various forms of estrangement from self and society. Data collected in 1966 and 1970. Analysis, March 1971–November 1971. Publication, Spring 1972.

Monograph planned, Spring 1972.

DILLER, MARY ANN Dean of Adult Education, Danville Junior College, 2000 East Main, Danville, Illinois 61832. (217) 443-1811.

268 ***Individual and Social Benefits of Federally Supported Continuing Education***

An effort to assess, over a quarter century and within a mid-American community, impact of the Servicemen's Readjustment Act (GI Bill) upon individuals, their families, and their community. The male graduates of Danville High School from the classes of 1936 through 1940 were sent a questionnaire in September 1971 to determine their experiences since high school, attempting to ascertain whether participation in the education and training program of the GI Bill made any difference in selected aspects of the lives of individual veterans, their children, and their community; and to determine whether any significant differences occurred between veterans who participated in the GI Bill program, those who obtained any type of postsecondary education and training before entering service, those with both GI and non-GI training, nonveterans with training, and nonveterans with no training. Purpose: To provide data as to whether massive federally-supported programs of continuing education can be justified as making significant and desired differences in the lives of individuals and their communities. April 1971–June 1972.

Ph.D. dissertation, Michigan State University, planned.

DILLON, R. D. see Vernon Williams, 1076.

DODSON, B C Chairman, Division of Science and Mathematics, P.O. Box 1397, Southern State College. Magnolia, Arkansas 71753. (501) 234-5120, ext. 213 or 336.

269 *Teaching Practices and Materials Used in Introductory College Chemistry*

A questionnaire and literature survey to determine the current objectives, teaching methods, and materials used in introductory college chemistry courses in accredited institutions of higher education in the continental United States. Advisory Council on College Chemistry publications are among those used. Purpose: To reveal to other college professors of introductory college chemistry the trends in current introductory chemistry offerings in accredited colleges and universities. 1968.

A Survey of the Teaching Practices and Materials Used in Introductory College Chemistry, ED 024 614, ERIC Document Reproduction Service, National Cash Register Company, Box 2206, Rockville, Maryland 20852, microfiche copies $1.25, hard copy reprint.

U.S. Office of Education.

DONLEY, Sister ROSEMARY Instructor, School of Nursing, University of Pittsburgh. 500 Finley Street, Pittsburgh, Pennsylvania 15206. (412) 362-1200, ext. 310.

270 *Perceptions of Patient Teaching: A Study of the Reports of Selected Baccalaureate Nursing Students in Pennsylvania*

Junior year nursing students in the eight accredited baccalaureate nursing programs in Pennsylvania described on anecdotal forms their experiences in patient teaching during the fall of 1970. Eleven hundred forms were analyzed. Purpose: To obtain a descriptive definition of patient teaching and to draw implications for present and future patient teaching. October 1971–January 1972.

Ph.D. dissertation, School of Education, University of Pittsburgh, and several articles planned.

Sigma Theta Tau Research Fund, $[illegible]00.

DOSTER, HAROLD C. Dean of the College, Potomac State College of West Virginia University. Keyser, West Virginia 26726. (304) 788-3011, ext. 42.

271 *Religious Attitudinal Change of Undergraduates at the University of Michigan, 1962-67.*

As part of a major student study at the Institute for Social Research, questionnaire and interview data from incoming freshmen of 1962 and 1963 were compared with senior interviews in 1966 and 1967. Although the emphasis is on religious change, it also establishes a new coding system for interview data based on eight religious ideology typologies. Salience of change, direction of change, time of change, type of change, influence agents of change, and close friendship peer pressures are treated with the direction of change, correlated with 180 questionnaire items pertaining to students' background characteristics and university experience. Purpose: To study religious change and to establish a coding system to plot such change. June 1968–December 1971.

Dissertation planned.

U.S. Office of Education.

DOUGHERTY, EDWARD Graduate Student, Center for the Study of Higher Education, University of Michigan. 1015 Granger Avenue, Ann Arbor, Michigan 48104. (313) 761-3852.

272 *Instructional Costs in Semi-autonomous Cluster Colleges*

Case studies of five experimental cluster colleges in the state of Michigan for the academic year 1969-70, studying the effect of faculty productivity, salaries, class size, scope of curriculum, and enrollment size on salary cost per student credit-hour. Purpose: To aid those administering or planning cluster colleges in understanding the options open to them within the constraints of limited salary budgets. September 1970–May 1972.

"How Experimental Programs Can Economize" paper presented at the National Conference on Experimental Undergraduate Education, Lincoln, Nebraska, November 12-14, 1971. "Some Factors that Affect Costs in Semi-autonomous Experimental Colleges" unpublished review of literature. Dissertation planned.

DRAKE, GEORGE A. Dean of the College, The Colorado College. Colorado Springs, Colorado 80903. (303) 473-2233.

273 *Evaluation of The Colorado College Plan*

In 1970-71 The Colorado College adopted an academic calendar of nine blocks, or modules, of three to three-and-one-half weeks in length, separated by an interim of four-and-one-half days. Most courses are designed to operate "intensively" one at a time, with students and faculty within each course free to set their own meeting times during the day according to the needs of the course. Surveys of student and faculty reactions to the plan were undertaken in the spring of 1971, and extensive evaluations of the impact of the plan will be undertaken during 1972 and subsequent years. Purpose: This modular calendar is part of an educational plan for the College that seeks to integrate academic, extracurricular, and residential programs and aims at more effective and efficient use of resources in advancing the College's total educational objective. 1971–ongoing.

Maxwell F. Taylor and Malcolm L. Ware, *Preliminary Statistical Results, All Faculty Evaluation Survey* and *All Student Evaluation Survey of the Colorado College Plan*, May 1971, and *Anthology of Faculty Comments and Opinions, All Faculty Evaluation Survey of the Colorado College Plan*, May 1971, duplicated. Additional reports planned.

Ford Foundation.

DRESSEL, PAUL L. Assistant Provost and Director of Institutional Research and **WILLIAM H. FARICY** Assistant Director, Departmental Study Project, Office of Institutional Research, 331 John A. Hannah Administration Building, Michigan State University. East Lansing, Michigan 48823. (517) 355-6629.

274 *Operation of University Departments*

A survey of legislators, board members, administrators, and faculty members at 24 universities regarding the orientation of departments, sources of influence on departmental activities, perceived and ideal levels of review of departmental actions (such as by the larger school or college, by central university administration, trustees, or legislature), justifications for reviews of departmental actions, areas of differences of opinion between departments and central administration, and attitudes on a variety of issues regarding university operations and on ways to increase universities' credibility with the public. Purpose: To increase knowledge about departmental operations and thus about university organization.

Data from a previous more limited study appeared in Paul L. Dressel, F. Craig Johnson, and Philip M. Marcus, *The Confidence Crisis: An Analysis of University Departments* (San Francisco: Jossey-Bass, 1970). Book to be published by Jossey-Bass, 1972.

Esso Education Foundation.

DRESSEL, PAUL L. Assistant Provost and Director of Institutional Research and **MARY MAGDALA THOMPSON** Associate Director of Honors College, 103 Eustace Hall, Office of Institutional Research, John A. Hannah Administration Building, Michigan State University. East Lansing, Michigan 48823. (517) 355-6629.

275 *Independent Study Practices in Colleges and Universities in the United States*

A survey of a stratified random sampling of liberal arts colleges and universities in the United States, and personal interviews with administrators, faculty, and students in 22 institutions. Purpose: To determine the extent to which independent study is implemented and the factors that encourage and deter it. November 1969–December 1971.

"A Survey of Independent Study Practices" Mary Magdala Thompson and Paul L. Dressel, *Educational Record* 51:4 (Fall, 1970) 392-395. Monograph planned.

The Danforth Foundation.

DREW, ALFRED S. Project Director, Purdue Study on Apprenticeship, IED-Michael Golden Laboratories, Purdue University. West Lafayette, Indiana 47907.

276 *Models of Apprenticeship in Selected Occupations*

Between 1965 and 1969 the Office of Research and Development of Manpower Administration, U.S. Department of Labor, sponsored a National Study of Apprenticeship at Purdue, which led to the report, *Educational and Training Adjustments in Selected Apprenticeable Trades*, by Professor Drew and to Manpower Research Monograph No. 20, *Toward the Ideal Journeyman*, from Manpower Administration, U.S. Department of Labor. Professor Drew is expanding upon and clarifying the guidelines and other points presented in the original report. Purpose: To develop models of apprenticeship programs in selected craft occupations that incorporate built-in procedures for adapting to technological change. 1965–ongoing.

Educational and Training Adjustments in Selected Apprenticeable Trades, Volumes One and Two, (Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151, $3 each). *Toward the Ideal Journeyman*, Manpower Research Monograph No. 20, five volumes: 1. "An Optimum Training System in Apprenticeable Occupations" $0.25, 2. "The Training System in the Pipe Trades" $0.35, 3. "Apprenticeship Training in the Machinist and Tool and Die Maker Trades" $0.25, 4. "The Training System in the Printing Trades" $0.25, and 5. "High School Students view Apprenticeship" $0.20, (Manpower Administration, U.S. Department of Labor).

Office of Research and Development, Manpower Administration, U.S. Department of Labor.

DREW, DAVID E. Research Associate, American Council on Education. One Dupont Circle, Washington, D.C. 20036. (202) 833-4750.

277 *The Jewish College Student*

Research based on data collected in the fall of 1969 from approximately 170,000 entering freshmen (4.2 percent of whom were Jewish) as part of the American Council on Education's longitudinal research program. The responses of Jewish students to the Student Information Form were compared and contrasted with those given by students of other religious backgrounds. This four-page questionnaire included standard demographic items, student choice of major and future career, expectations about college, attitudes about social and political issues, etc. Purpose: To collect data concerning Jewish students and to compare and contrast these data with data gathered from non-Jewish students. September 1969–ongoing.

"A Profile of the Jewish Freshmen," *ACE Research Reports* 5:4 (1970) and "Jewish Students Today: Radical or Conservative," *Transaction*, 8:12 (October, 1971) 45-48. Continuing series of reports planned.

American Council on Education, American Jewish Committee.

278 *Evaluation of the National Science Foundation's College Science Improvement Program*

This assessment of the National Science Foundation College Science Improvement Program (COSIP) focuses on the development of undergraduates at colleges that received COSIP grants. The sample consisted of approximately 10,000 undergraduates at COSIP-eligible schools who participated in the American Council on Education longitudinal research program as freshmen in 1966 and again as seniors. Purpose: Phase 1 consisted of a series of analyses to determine the student and institutional characteristics that differentiated schools receiving COSIP grants from other schools in the eligible group. Phase 2 examined the relationships between various forms of COSIP grant support and a number of senior year outcomes while controlling for student and institutional characteristics. June 1970–February 1972.

On the Allocation of Federal Funds for Science Education and *A Study of the NSF College Science Improvement Program*, available. Final report planned for June, 1972.

National Science Foundation, American Council on Education.

DREW, DAVID E. and ALEXANDER W. ASTIN, Director, Office of Research, American Council on Education. One Dupont Circle, Washington, D.C. 20036. (202) 833-4754.

279 *Undergraduate Aspirations: A Test of Several Theories*

Two significant sociological theories, which have been invoked in research about undergraduate aspirations, were tested on one-year longitudinal data, from a national sample of students, containing key measures that had been missing from previous studies, as well as a series of additional control variables. In general, relative deprivation theory received strong support while environmental press theory received equivocal support; but results varied as a function of the kind of aspiration considered. Purpose: These findings support the contention that a complete theoretical model should allow for the simultaneous operation of both theories in a complex pattern rather than forcing a choice between the two. June 1970–December 1971.

Final report, February 1972.

National Science Foundation and American Council on Education.

DREWS, THEODORE H. Chief and **MARJORIE CHANDLER** Deputy Chief, Higher Education Surveys Branch, Division of Survey Planning and Analysis, National Center for Educational Statistics, Room 2136, Office of Education. 400 Maryland Avenue S.W., Washington, D.C. 20202. (202) 962-7301.

280 ***HEGIS (Higher Education General Information Survey) VI***

The sixth annual HEGIS survey, in nine parts for 1971, is mailed to all institutions of higher education in the United States. Purpose: To acquire for–and disseminate to–agencies of the federal government and the entire higher education community more meaningful statistical quantities on the operation of higher education, and to bring consistency and compatibility to data on higher education at all levels where records are maintained–local, state, regional, and national. More than 30 states plus the District of Columbia cooperate in the HEGIS survey, either by conducting it themselves for institutions within their borders, or by employing duplicate copies of the survey forms from institutions for their own statistical and planning purposes. For individual questionnaires within HEGIS VI, see the following survey sponsors: *Institutional Characteristics of Colleges and Universities, 1971-72*, Hazel C. Poole, 810; *Degrees and Other Formal Awards Conferred between July 1, 1970 and June 30, 1971*, Mary Evans Hooper, 461; *Opening Fall Enrollments, 1971*, George H. Wade, 1034; *Students Enrolled for Advanced Degrees, Fall 1971*, Mary Evans Hooper, 462; *Employees in Institutions of Higher Education, 1971-72*, Richard M. Beazley, 73; *Financial Statistics of Institutions of Higher Education for Fiscal Year Ending 1971*, Paul F. Mertins, 699; *College and University Libraries, 1971*, Stanley V. Smith, 933; *Inventory of College and University Physical Facilities (September 30, 1971)*, E. Eugene Higgins, 443; and *Adult/Continuing Education Activities in Institutions of Higher Education, 1970-71*, Florence B. Kemp, 534.

DRIESSEL, A. BERKLEY Assistant to the Provost, Stanford University. Stanford, California 94305. (415) 321-2300, ext. 3141.

281 ***The Evolving Institutional and Legal Status of Faculty Nonreappointment***

A critical analysis of institutional policies and practices concerning nonreappointments and their legal consequences. The changing concept of a termination of a probationary appointment into a "firing" is being analyzed as well as procedures used to assure the rights of individuals and positions taken by the courts on these procedures. Purpose: To understand current practices and to develop more effective nonreappointment procedures. June 1970–July 1972.

Journal articles planned.

DUBOIS, EUGENE E. Associate Professor of Education, School of Education, Boston University. 704 Commonwealth Avenue, Boston, Massachusetts 02215. (617) 353-3306.

282 ***The Demise of the Church-related College***

Historical case studies of the secularization of Colgate and the University of Rochester nave been completed, illustrating the process by which two-thirds of the 96 institutions founded by the American Baptist Convention have severed their relationship with the denomination. Trends within another denomination are currently being examined. Purpose: To understand the continuing dissolution of denominational relationships within the changing American social structure. Ongoing.

"The Demise of the Church-related College: A Case Study" Boston University School of Education *Journal of Education*, 153:2 (December 1970) 5-15. Articles or monographs planned.

DUNN, JAMES A. Executive Scientist, American Institutes for Research. P.O. Box 1113, Palo Alto, California 94302. (415) 328-3550.

283 ***Feasibility of Guidance, Counseling, and Pupil Personnel Services and of Individualization of Education Components of Employer-based Career Education***

Two topics were studied in this project: guidance, counseling, and pupil personnel services in employer-based education, and procedures for the individualization of employer-based career education. Similar procedures were followed: First, the study area was defined and relevant literature and research were examined. Next, alternative models for implementing each component were developed. Finally, the feasibility of each of these models was assessed with regard to their relevance for the general model of employer-based education, to the costs and gains for the students, and to general cost-benefit considerations. This analysis of feasibility was based on a study of the constraints and implications of each model, rather than on actual trial implementations of each alternative. Purpose: To identify and assess the feasibility of alternative models of guidance, counseling, and pupil personnel services and of procedures for the individualization of education in employer-based career education. September 1971–February 1972.

Far West Regional Laboratory, $38,580.

DUNN, JAMES A. and LAURI STEEL Senior Research Associate, American Institutes for Research. P.O. Box 1113, Palo Alto, California 94302. (415) 328-3550.

284 *Design of a Functional Competence Training Program*

American Institutes for Research is coordinating the development of curriculum materials for use in the Far West Consortium for Development, Dissemination, and Evaluation Training; planning and designing the courses; monitoring the work of other developers; performing quality control; and pilot testing the materials with members of potential target groups. Purpose: To develop individualized, competency-based instructional materials for use in a functional competence training program. April 1971–March 1972.

Reports and materials planned for publication. Contact Joseph Ward, Far West Laboratory, 1 Garden Circle, Hotel Claremont, Berkeley, California 94705.

Far West Laboratory, $20,500.

DUNN, JAMES A. and EUGENE J. MILLSTEIN Associate Research Scientist, American Institutes for Research. P.O. Box 1113, Palo Alto, California 94302. (415) 328-3550.

285 *Development of an Apprenticeship Work-Study Program Model for the Cross Training of Physical Scientists for Work in Educational Research and Development*

American Institutes for Research is conducting a short-term pilot program in which a small number of unemployed aerospace scientists are being cross trained for work in educational research and development. Trainees spend approximately half their time studying topics and problems in education and half working on actual research and development projects. The training model emphasizes the transfer of existing skills, individualized programs, and apprenticeship work. Purpose: The feasibility of the model is being tested as well as the project's procedures and materials for recruiting and selecting trainees, managing the instructional system, and assisting in job hunting. August 1971–January 1972.

Final report to be filed with U.S. Office of Education and ERIC.

U.S. Office of Education, $23,000.

DURKEE, FRANK M. Research Associate and Director of Division of Higher Education Research, Bureau of Educational Research, Executive House, Pennsylvania Department of Education. Box 911, Harrisburg, Pennsylvania 17126. (717) 787-7195.

286 *Legal Manpower Demand and Supply in Pennsylvania*

An analysis of all available national and state data on legal manpower and a survey of County Bar Associations and State Bar Association Zone Governors in Pennsylvania and deans of Pennsylvania law schools. Purpose: To analyze data and to project needed law-school supply of legal manpower to meet the anticipated demand to 1980, in order to assist state government officials and law-school officials in making financial and enrollment decisions. January 1971–January 1972.

Offset report available.

Pennsylvania Department of Education.

DURYEA, E. D. Professor, Department of Higher Education, Foster Annex 16, State University of New York at Buffalo. Main Street, Buffalo, New York 14214. (716) 831-4806.

287 *The Corporate Form as the Basis for University and College Government*

This study reviews the corporate form as the basis of college and university government in the United States. It examines the medieval origins of the corporate form, the practices and law of Tudor England which served as a basis for colonial college government, the emergence of private and public corporations in the nineteenth century by means of which higher education has been governed following the Dartmouth College Case, and the condition of corporations in the late twentieth century. The study primarily uses secondary sources concerned with corporate law and universities. Purpose: To review the corporate form of academic government and the dissipation of vitality of this form of organization in the face of growing governmental intrusions within higher education. Spring 1971–Fall 1972.

Monograph planned.

DUSTER, TROY S. Associate Professor, Department of Sociology, 436 Barrows Hall. (415) 642-4293 and **TERRY F. LUNSFORD** Chairman, Social Science Integrated Courses, 750 Barrows Hall, University of California, Berkeley. Berkeley, California 94720. (415) 642-7519.

288 *Student Involvement in Governance*

Case studies of the dynamics of five early attempts to increase seriously the amount of student participation in major institutional decisions–at Brown University, the Residential College of the University of Michigan, the University of New Hampshire, and SUNY's College at Old Westbury and State University at Buffalo–following the student protests of the mid-1960s. Purpose: To suggest models of governance processes that take advantage of these early examples. 1970–1972.

Monograph planned for publication by the Center for Research and Development in Higher Education.

Center for Research and Development in Higher Education and National Endowment for the Humanities.

EBERT, R. K. see Alan O. Sockloff, 940.

EBLE, KENNETH Professor, English Department, University of Utah. Salt Lake City, Utah 84112. (801) 581-8367.

289 *Project to Improve College Teaching*

Literature study, discussions to generate knowledge of present and potential developments, and examination of existing systems, aimed at investigating the evaluation of college teaching, the career development of effective college teachers, and optimum working conditions for effective college teachers. Purpose: To affect institutional practices relating to faculty and administration that would improve undergraduate teaching. September 1969–September 1971.

Two monographs available: *The Recognition and Evaluation of Teaching* and *Career Development of Effective College Teachers*, AAUP, 1971. Book, *Professors as Teachers*, planned for publication by Jossey-Bass, 1972.

American Association of University Professors, American Association of Colleges.

ECHTERNACHT, GARY Associate Research Psychologist, Educational Testing Service. Princeton, New Jersey 08540. (609) 921-9000.

290 *Validity Studies of GRE at Black Institutions*

A sample of five black colleges, which had administered the undergraduate program aptitude test (a version of the GRE Aptitude test), and a sample of five predominantly white institutions, provided aptitude test scores and student transcripts. The validity of the tests will be assessed by studying the homogeneity of the conical correlations from the total group of schools and within the predominantly black schools. Purpose: To gather criterion information in five independent variables. October 1970–May 1972.

An ETS Research Bulletin and possibly an article for the *Journal of Educational and Psychological Research* planned.

Graduate Record Examination Board.

291 *A Priori Item Option Weighting*

The quantitative items will be developed such that two distractors will differ from the correct answer in one aspect and two other distractors will differ in two or more aspects. Thirty items will be developed and administered to approximately 5000 cases. Independent samples will be drawn, with each test to be scored by conventional formula scoring, empirically derived weights, and a priori weights. Reliabilities will be calculated and compared, correlations between the experimental test section and the operational quantitative score will be calculated for each scoring method, and several replications will be performed. Purpose: To find a scoring system that increases the reliability of the GRE Quantitative Test to such a degree that the length of the test can be reduced without modifying the domain measured. December 1971–October

1972. An ETS Research Bulletin and possibly a journal publication planned.

Graduate Record Examination Board.

ECKAUS, RICHARD S. Professor of Economics, Massachusetts Institute of Technology. Cambridge, Massachusetts 02139; (until June 1972, University of California, Berkeley. Berkeley, California 94720. (415) 642-1655).

292 *Economic Requirements for Education*

An investigation of the relationships between differences in income and educational levels among occupations. Conventional rate of return calculations involve comparing people who are essentially unalike. This study seeks to overcome that error and involves an estimate of upward shift and a lifetime profile, increasing at an exponential rate. With this procedure the only group that shows any significant upward shift is white males. Purpose: To learn more about the overall rate of return to education. 1971—ongoing.

"On the Estimation of the Relations between Education and Income," March 1970; "Estimation of the Returns to Education with Hourly Standardized Incomes," June 1970; "A Disaggregated Approach to the Study of Education-Income Relations," June 1970; "Rates of Return to Investment in Higher Education," in Clark Kerr (Ed.), *Higher Education and the Labor Market*, 1972.

Carnegie Commission on Higher Education.

ECKAUS, RICHARD S. Professor of Economics, Massachusetts Institute of Technology. Cambridge, Massachusetts 02139 and AHMAD EL SAFTY Assistant Professor of Economics, Eastern Michigan University. Ypsilanti, Michigan 48197.

293 *An Approach to the Estimation of Education-Income Relations Based on Learning Theory*

An attempt to estimate education-income relations by using an approach based on learning theory. This theory suggests specific functional forms for the education-income relations that are fitted to cross-section data obtained from the U.S. population census. Purpose: To provide a firmer basis for the evaluation of the effect of education on income and to distinguish the effects of changes in the quality of education, technological changes and other sources of shifts in income-age profiles. 1971.

A paper was presented at the annual meeting of the Econometric Society in December 1971. A final article will be written and submitted to a journal for publication.

ECKERT, RUTH E. Professor of Higher Education and HOWARD Y. WILLIAMS Associate Professor of Education, University of Minnesota. Minneapolis, Minnesota 55455. (612) 373-2255.

294 *Minnesota College Faculty View Themselves and Their Jobs*

A survey of faculty members of Minnesota's 43 private and public colleges and universities, repeating many questions from a similar 1956 study. Data cover career preparations, activity patterns, and satisfactions; and comparison with the earlier findings provides historical perspective on the extent of stability and change among faculty members on these issues. Purpose: To understand better how college faculty members view their jobs and how they vary among themselves on certain key characteristics. 1968—1971.

Minnesota College Faculty View Themselves and Their Jobs, Minneapolis: University of Minnesota, 1971.

ECKLAND, BRUCE K. Professor of Sociology, Department of Sociology, University of North Carolina. Chapel Hill, North Carolina 27514. (919) 933-1233.

295 *Education and Occupational Attainment: The Determinants and Effects of Education on the Social Mobility of High School Sophomores Fifteen Years Later (1955-1970)*

An investigation of sources of variation in educational and occupational attainment. Extension of the study is planned to include examinations of: 1. the determinants of adolescent educational and vocational aspirations, and the extent to which such factors as marriage, military service and economic barriers tend to cause individuals to restructure their career perspectives; 2. the relative importance and stability of earlier parental and peer influences upon the orientation and careers of these students; 3. school and neighborhood contexts for negative "frog pond" effects and compensatory selection factors in the transition from school to college; and 4. the eventual postschool and postcollege effects of participation in school athletics and extracurricular activities. The sample consists of a cohort of approximately 3000 men and women who originally participated in a national survey of high school students in 1955 and who were later followed up in 1959 and again in 1970. Purpose: To determine the manner in which ability and socioeconomic factors affect occupational status through the educational system. June 1971–May 1973.

Institute for Research in Social Science monograph and related journal articles planned.

U.S. Office of Education, $62,640.

EDELFELT, ROY A. Executive Secretary, Teacher Education and Professional Standards, Division of Instruction and Professional Development, National Education Association. 1201 Sixteenth Street N.W., Washington, D.C. 20036. (202) 833-4187.

296 *Reform in Teacher Education through Teacher Association Negotiations*

The first phase of a two-phase project will train teachers at the local level in child and youth study techniques, undertake study of children and youth, devise a school program that will meet the needs of today's students, define the faculty such a school requires, plan an in-service program to train or retrain teachers to become the faculty desired, and develop personnel policies that allow interested teachers to transfer. Phase two will implement these ideas by reaching policy decisions–through negotiation where possible. (Phase two is expected to be funded under a later proposal.) Purpose: To stimulate involvement in teacher education reform by those most directly concerned; to demonstrate that reform in in-service education can be accomplished by teachers at the local school building level; and to develop greater communication between government regulatory agencies and the organized profession. September 1971–June 1972.

Multilithed report planned to serve mainly as a basis for phase two.

National Center for Educational Research and Development and Bureau of Educational Personnel Development, U.S. Office of Education, through the Superintendent of Public Instruction of the State of Washington, and the National Foundation for the Improvement of Education, $31,345.

EHRLICH, THOMAS see Herbert L. Packer, 770.

EISENMAN, DAVID see Joe L. Spaeth, 949.

ELDER, OWEN C., JR. Assistant Professor and Acting Director, Regional Technical Institute for Health Occupations, School of Community and Allied Health Resources, University of Alabama in Birmingham. 1919 South Seventh Avenue, Birmingham, Alabama 35233. (205) 934-4599.

297 *The Missions and Administration of the University Medical Center in the United States in 1980.*

The United States members of the Association of Academic Health Centers were asked by questionnaire about the possible missions of the 1980 university medical center and the relative importance of these missions. After these data were analyzed to determine consensus among the respondents, the agreed-upon missions were reported on a second questionnaire, and the members were asked about the type of administrative elements which would best accomplish the missions. Purpose: To obtain the expert opinion of university administrators throughout the United States concerning the missions and administration of the university medical center. October 1970–December 1971.

Ph.D. dissertation, Florida State University and article planned.

ELDRIDGE, DAVID M. see Charles M. Castellani, 176.

EL-KHAWAS, ELAINE see Alexander W. Astin, 40.

ELLIOTT, JO ELEANOR Western Interstate Commission for Higher Education. P.O. Drawer P, Boulder, Colorado 80302. (303) 449-3333, ext. 245.

298 *Communicating Nursing Research–Bridging the Gap between Research and Practice*

Nurse researchers from nursing service agencies and nursing education institutions present their research to a group of peers at annual, three-day conferences. Formal critiques of each study are made, and implications for nursing care drawn in small- and large-group discussion among participants. Publication of the contents of each conference provides wide circulation of the conference papers. Purpose: To improve nursing practice through sharing scientific nursing research. September 1967–August 1973.

Annual volumes from the conference available from WICHE. Volume 5, *The Many Sources of Nursing Knowledge*, will be available October 1972; Volume 6, August 1973.

Public Health Service, $70,835, 1970-1973.

ELLIS, ROBERT A. Department of Sociology, University of Maryland, College Park, Maryland 20742. (301) 454-2601.

299 *Mobility Stress and College Success–A Replication*

An older study of a group of lower-class students at Stanford from matriculation until graduation, and their adjustment to upper-middle class values, personnel, and policies of the University in relation to the cost of loneliness, isolation, rootlessness, and self-alienation, has been replicated in two additional institutional contexts. One is less socially selective but equally competitive academically, the other moderate in both status arrangements and academic competition. This study analyzes how goals of social mobility emerge and are implemented, the ways upwardly mobile youth cope with adjusting to the requirements of membership in higher status groups, and the influence of significant other persons in goading, coaching, encouraging, and sponsoring students into achieving higher status. Purpose: To contribute to social theory as well as to educational policy and practice regarding higher education for the socially disadvantaged. 1968–1972.

Robert A. Ellis, Robert J. Parelius, and Ann P. Parelius, "The Collegiate Scholar: Education for Elite Status," *Sociology of Education* 44:1 (Winter, 1971) 27-58; Robert A. Ellis, "Some New Perspectives on Upward Mobility," *Urban and Social Change Review* (Boston College) 4:1 (Fall, 1970) 15-17. Book planned, 1972-73.

National Institutes of Mental Health and Air Force Office of Scientific Research.

EL SAFTY, AHMAD see Richard S. Eckaus, 293.

ELSTEIN, ARTHUR S. Associate Professor and Associate Director for Research, Office of Medical Education, Research and Development, 208 Manly Miles Building, Michigan State University, East Lansing, Michigan 48823. (517) 353-9400.

300 *An Analysis of Medical Inquiry Processes*

A detailed analysis of the reasoning processes of physicians, using two dozen boarded or board-eligible internists. Each was videotaped working-up three medical problems (with actors as simulated patients and cases based on actual clinical records). The physician was encouraged to think aloud during the work-up about his reasoning processes, and to comment on them in reviewing the videotape. Each subject also completed eight medical paper problems to sample content areas not included in the three high-fidelity simulations plus a series of nonmedical problems and personality measures. Experimental instructional materials intended to help students improve their acquisition of the reasoning skills identified in this study are now being designed and evaluated. Purpose: To identify the intellectual strategies characteristic of expert clinical reasoning; generate a psychological theory to explain them; relate this theory to current theories of thinking, human information processing, decisionmaking, and problem-solving; and to develop instructional methods and materials to assist medical students to refine their problem-solving skills. January 1969–December 1972.

"Methods and Theory in the Study of Medical Inquiry," *Journal of Medical Education*, in press. Final report to Bureau of Health Manpower Education; several papers, possibly a book, planned.

Division of Physician and Health Professions Education, Bureau of Health Manpower Education.

ELTON, CHARLES F. Professor of Higher Education, Room 111, Dickey Hall, University of Kentucky, Lexington, Kentucky 40506. (606) 258-2627.

301 *Predicting Institutional Ratings of Graduate Departments*

Selected variables relating to size of graduate programs were applied to several psychology and physical science graduate programs rated in the 1966 Cartter report on a scale ranging from "extremely attractive" to "less than acceptable." Purpose: To demonstrate that such ratings of graduate departments can be predicted by the use of simple data in the public domain, which incorporates variables related to size; and to demonstrate that differential ratings may be based more on the halo effect derived from size factors than on the stated criteria. 1971.

C.F. Elton and S.A. Rodgers, "The Departmental Rating Game: Measure of Quality or Quantity" and C.F. Elton and H.A. Rose, "What Are the Ratings Rating?" (duplicated reports); C.F. Elton and S.A. Rodgers, "Physics Department Ratings: Another Evaluation" in *Science* magazine, November 5, 1971, Volume 174, pp. 565-568.

ENGLISH, D. see D. Otto, 765.

EPPELL F. J. School of Architecture, Nova Scotia Technical College. P.O. Box 1000, Halifax, Nova Scotia. (902) 429-8300.

302 ***Programmed Instruction in Elementary Building Construction***

Development of teaching books for direct student use in elementary courses on building construction. Testing and evaluation of system will be accomplished with the cooperation of students within the School. June 1971—September 1972.

Report planned.

EPPS, EDGAR G. Department of Education, University of Chicago. 5835 Kimbark Avenue, Chicago, Illinois 60637 and GLENN R. HOWZE, School of Arts, Tuskegee Institute. Tuskegee, Alabama 36088.

303 ***Problems in Career Development of Black Social Scientists***

A mailed survey in 1969-70 compared the educational and career histories and aspirations of 1500 black and 2828 white social scientists, and 1100 black social science graduate students. The social science programs of the largest predominantly black and predominantly white institutions in the South are now being compared on curriculum, faculty, and economic factors. Purpose: To assess the status of social science education at the predominantly black institutions. July 1969—January 1972.

Monograph planned for publication by Russell Sage Foundation.

Russell Sage Foundation.

Achievement, Identity, and Black Consciousness, see Patricia Gurin, 400.

ERICKSEN, STANFORD C. Chairman, Panel on Research and Development of Instructional Resources, Committee on Institutional Cooperation, and Director, Center for Research on Learning and Teaching, The University of Michigan. 109 East Madison, Ann Arbor, Michigan 48104. (313) 764-0505.

304 ***Experiment and Development in College Teaching***

An annual publication summarizing innovative instructional procedures at the Big Ten universities. The cumulative index serves as an excellent operational definition of the meaning of "instructional experimentation" as viewed by discipline teachers in large universities. A content analysis is in process and will be reported in *Memo to the Faculty* in 1972 and a more technical version will be submitted to a professional journal. Purpose: To inform administrators and faculty members of instructional adaptations to meet changing educational problems. Annual since Spring 1966.

Individual copies at $0.50 and a back file of the complete set of seven issues for $3.00 are available.

Cooperative funding by the Committee on Institutional Cooperation institutions and the Center for Research on Learning and Teaching.

EURICH, ALVIN C. President, Academy for Educational Development, Inc. 437 Madison Avenue, New York, New York 10022. (212) 758-5454.

305 ***International University for Independent Study***

A project bringing to the "ready to open" stage an International University for Independent Study. The University itself would not offer instruction, but would be responsible for evaluating the students' knowledge and cognitive power both in "general education" and within an area of specialization. Steps in the project include: 1. formation of an ad hoc committee; 2. analysis of present and planned off-campus, noncampus, and external-degree programs in the United States and other countries; 3. discussion with a European board of advisors, American educators and philanthropists on structure, accreditation, chartering, and financing procedures; and 4. identification of institutions and developments here and abroad with which the International University for Independent Study could cooperate in planning and operations. Purpose: To offer a post-secondary student of any age, anywhere in the world, the opportunity to earn a Bachelor of Arts degree through directed independent study. May 1970—ongoing.

A proposal to establish an International University for Independent Study; Nell Eurich and Barry Schwenkmeyer, *Great Britain's Open University: First Chance, Second Chance, or Last Chance?* August, 1971 (Academy Paper No. 5). Further reports planned.

International Business Machines Corporation, and The United States Steel Foundation, Inc.

306 *Management Division*

The Management Division conducts research on urgent management and policy problems facing higher education administrators for which up-to-date information is not available; publishes research reports, case studies, articles, charts, and provides information in other ways; sponsors seminars, forums, and colloquia for presidents and leaders in higher education on aspects of college management; and will give higher education administrators, through a center to be established, ready access to information, or refer them to sources of such information. Purpose: To provide management support services free of charge to help college and university presidents to improve the administration of their institutions. September 1970–ongoing.

By 1990: Doubled Enrollments, Tripled Costs; Meeting the Financial Pinch at One University; Black Studies: How It Works at Ten Universities; 319 Ways Colleges and Universities Are Meeting the Financial Pinch; The Advantages of Work-Study Plans; Survival Through Change; at least one additional report planned each quarter.

W. K. Kellogg Foundation, John M. Olin, and other nongovernmental sources.

EUSTIS, RICHARD see Madelyn D. Alexander, 13.

EVANKO, JAMES L. Dean, Community College of Allegheny County, Allegheny Campus. 808 Ridge Avenue, Pittsburgh, Pennsylvania 15212. (412) 321-0192.

307 *Systems and Their Implementation for the Developing Community College*

A model to implement systems, using Management by Objectives and the Critical Path Method, is being developed and evaluated. Purpose: The Delphi-technique is being used to determine when, why and what hardware, educational, software, and management systems should be used in community colleges.

Ph.D. dissertation, University of Pittsburgh; book planned.

EVANS, FRANKLIN R. Associate Research Psychologist, Educational Testing Service. Princeton, New Jersey 08540. (609) 921-9000.

308 *Advanced Moderator Variable Study (LSAT)*

A sample of 846 first-year students at seven law schools were administered several tests which do not measure cognitive ability but seek to measure such factors as test-taking strategy, confidence in answering and reading comprehension speed, and to provide biographical and personality inventories. The results will be analyzed through the moderated regression technique, not to predict law school performance directly, but to determine whether division of the population into subgroups will yield more efficient prediction. Purpose: To investigate the moderating effects of certain background and test variables on the prediction of law school grades. July 1967–August 1972.

An ETS Research Bulletin planned.

Law School Admission Test Council.

309 *Comparisons of the Effects of Test Speededness for Black and White LSAT Candidates*

Differentially timed forms of a single section of the LSAT are administered to a national sample of candidates. Analyses of differences in score level, reliability, and validity will be conducted. Purpose: To determine the effect of test time limits on minority group members. August 1971–October 1973.

An ETS Research Bulletin planned.

Law School Admission Test Council.

EVANS, W. K. Director, Office of Planning and Institutional Research, Portland State University. P.O. Box 751, Portland, Oregon 97207.

310 *Implementation of Management Information Systems in Higher Education: The Man-Machine Interface*

An exploratory study using personal interviews and questionnaires in seven institutions that were pilot testing a simulation model designed for higher education. Purpose: To determine the key variables related to gaining acceptance and fostering the use of computer simulation models by university personnel. April 1971–January 1972.

Assistance from the National Center for Higher Education.

Management Systems at WICHE.

EYMONERIE, MARYSE see William B. Woolf, 1101.

EYRE, R. JOHN Director, Government

Research Institute, Idaho State University. Pocatello, Idaho 83201. (208) 236-2211.

311 *Post High School Intentions of High School Seniors in Idaho*

A survey of all high school seniors in Idaho to determine their post high school intentions and the institutional preferences of college-bound students. Instruments were delivered to all public and private high schools in Idaho and were collected by the Office of Higher Education in May 1971. A preliminary report of intentions was presented to the Office in July, and a final analysis of intentions by school district and county was organized for publication by November. Purpose: To assist in a comprehensive study of projected enrollments in Idaho institutions of higher education. 1971.

Duplicated report.

Idaho Office of Higher Education.

FARBER, STUART L. Doctoral Student, Department of Education, University of California, Los Angeles. 405 Hilgard Avenue, Los Angeles, California 90024.

312 *Alumni Perception of Educational Benefits as Related to Institutional Types*

The Alumni Survey questionnaire will be sent to 5000 alumni from 74 colleges. Purpose: To learn the relationship between variables of college life (individual and collective student characteristics, experiences provided by the institution, and institutional typology) to the graduates' opinions of derived educational benefits. 1971–ongoing.

Dissertation, University of California, Los Angeles.

FARICY, WILLIAM H. see Paul L. Dressel, 274.

FARLAND, RONNALD W. Director of Educational Research, Office of Educational Research, St. Olaf College. Northfield, Minnesota 55057. (507) 645-9311, ext. 546.

313 *Differential Impacts on Students' Learning and Development of an Experimental College and a Conventional Program on the Same Campus*

A multi-project, five year program of research, following a random sample of 60 Paracollege and 265 St. Olaf students who entered St. Olaf in Autumn 1970, through four years, measuring several dimensions of learning, development, and attitude change with paper and pencil instruments, and interviewing 40 students selected from the larger sample to provide: illustrative case studies of change patterns found in the large group and a more accurate idea of which experiential stimuli in the two educational settings are related to which patterns of change. Occasional surveys (e.g., faculty attitudes) are undertaken if they relate to the task of tracing student learning and development. Purpose: To assess the impacts of Paracollege for local purposes; contribute to the research findings on the impacts of experimental curricula; stimulate additional educational innovation at St. Olaf; and refine a theory of personal development in college. August 1970–June 1975 and beyond.

Five reports available on "Comparative Studies of Students at Entrance," "A Descriptive Profile of the St. Olaf College Faculty," "First Year Knowledge Acquisition in Humanities," "Knowledge Acquisition in the Social Sciences," and "'But It's Not Academic': A Study of Freshman Year Personality Change." Further reports, dissertation, and possible book planned.

Hill Family Foundation and St. Olaf College.

FARMER, JAMES A., JR. Assistant Professor and PAUL H. SHGATS Professor, Graduate School of Education, Moore Hall 324, University of California, Los Angeles. Los Angeles, California 90024. (213) 825-2621.

314 *Evaluation of the Title I Program, Higher Education Act of 1965, in California, 1966-1971*

Data was gathered and evaluated on 68 Title I institutional community service projects through the use of structured on-site and telephone interviews, survey questionnaires, document review, consultations and workshops. Purpose: To learn the extent of success of the program in achieving national, state, and local objectives, and to design a transferable evaluation model capable of assessing past performance as well as assisting future evaluations of Title I projects. July 1971–March 1972.

Research proposal, June 4, 1971. A final report to the Coordinating Council on Higher Education, March 1972.

U.S. Office of Education, $23,500, University of California, Los Angeles, $9,500.

FARRAH, GEORGE A. Professor of Education, School of Education, St. Cloud State

College. St. Cloud, Minnesota 56301. (612) 255-3082.

315 *Various Dimensions of Academic Relevancy*

A project to develop a pilot model inventory on academic relevancy, and administer the inventory, in 19 colleges and universities throughout the country, with a total of 1300 students. Treatment of data included analyses of means, an intercorrelation matrix, the establishment of correlation coefficients and confidence intervals, and multivariate analyses of variance relating to four characteristics of students–sex, honor-point ratio, school, and age. Purpose: To develop a general theory and hierarchy of values in order to appraise academic relevancy of undergraduate students. January 1969–September 1971.

215-page report duplicated.

FARRELL, J. see William E. Alexander, 14.

FEATHERMAN, DAVID L. Assistant Professor of Rural Sociology, Room 617 WARF Office Building, 610 Walnut Street, University of Wisconsin. Madison, Wisconsin 53706. (608) 263-2896.

316 *School Dropouts and their Socioeconomic Attainments*

Using data collected by the Census Bureau in 1966 (men) and 1968 (women) with an annual follow-up for a five-year period, on age/sex cohorts between the ages of 14-24, the study investigates the phasing in and out of school systems and the labor market. Purpose: To develop predictors that will provide information on who is likely to drop out, who is likely to return, and the effect of interruption on socioeconomic careers and labor force experience. September 1971–September 1972.

Seminar Paper for the American College Testing Program Research Institute planned, to be included in a monograph on secondary education.

American College Testing Program; Graduate School of the University of Wisconsin.

FEATHERMAN, DAVID L. and ROBERT M. HAUSER Associate Professor of Sociology, University of Wisconsin. Madison, Wisconsin 53706. (608) 262-2923.

317 *Occupational Changes in a Generation: II*

This study includes a replication of the cross-sectional survey on the American occupations. The structure was done by Peter Blau and Otis Dudley Duncan in 1962, and seeks to devise mathematical models for the estimation of occupational and career attainments by birth cohorts with special attention given to the effects of education and early occupational experiences. Purpose: To repeat the 1962 questions on the 1973 data and compare the results; to report on changes in the processes of occupational achievement; and to develop social indicators of opportunity that can be used by policy makers and public officials in education, welfare, and labor. November 1971–1975.

With O.D. Duncan and B. Duncan, *Socioeconomic Background and Achievement*, monograph, Seminar Press 1972. *Career Thresholds* Volume I, Manpower Research Monograph 16, U.S. Department of Labor. At least two monographs planned.

National Science Foundation.

FELDKER, PAUL F. Assistant Professor of Physics, Florissant Valley Community College. 3400 Pershall Road, St. Louis, Missouri 63135. (314) 524-2020.

318 *Simulation with a Digital Computer versus the Conventional Laboratory Experience in Calculus Level Introductory Physics*

A set of simulation computer programs was prepared, and evaluated in terms of behavioral objectives. Testing of twenty students over two semesters showed no significant difference in learning a physical concept, but is a reasonable tool for the teaching of other objectives. Purpose: To compare the two learning situations in preparing general computer-programs to generate individualized physics tests for all levels of physics taught at the Florissant Valley campus. July 1970–continuing.

Article in *The Physics Teacher* planned, 1972.

U.S. Office of Education, National Center for Educational Research and Development.

FELDMAN, KENNETH A. Associate Professor, Department of Sociology, State University of New York at Stony Brook. Stony Brook, Long Island, New York 11790. (516) 246-3414.

319 *The Accentuation of Initial Major Field Differences*

From previous research, evidence exists that initial differences among groups of students who enter different major fields are accentuated by the time these students are seniors. This project uses longitudinal data from nearly 1300 students who entered the University of Michigan in the fall of 1962 or 1963 and employs regression analysis and one-way analysis of variance as well as rank-order correlation to measure this accentuation effect. The processes involved in this effect will be examined by assessing data on the psychological, social psychological, and sociological variables involved, such as students' concepts of self, and their homogeneity or diversity of personality traits. Purpose: To extend knowledge of the accentuation phenomenon by using more refined statistical procedures to measure the effect and to discover mechanisms producing the effect. January 1971–September 1972.

Journal article planned.

Research Foundation of the State University of New York, and American College Testing Program.

Factors Related to College Student Choices of Referent Groups, see Robert H. Fenske, 326.

FELDMESSER, ROBERT A. Research Sociologist, Educational Testing Service. Princeton, New Jersey 08540. (609) 921-9000.

320 *Effectiveness of GRE Fee Waiver Program*

Questionnaires will be sent to all recipients of GRE fee waivers to determine recipients' characteristics, the role of the fee waiver in their postbaccalaureate planning, and their experiences in applying to graduate schools. Interviews will be conducted with a selected number of campus coordinators of the fee-waiver program to gather information on the administrative problems of handling distribution of the waivers. Purpose: To study the effectiveness of the GRE fee-waiver program in increasing the number of potentially qualified but financially disadvantaged students, who give consideration to attending graduate school, who take action toward that end, and who eventually apply and are admitted. October 1971–December 1972.

An ETS Research Bulletin and articles for journal publication planned.

Graduate Record Examination Board.

FENSKE, M. R. Director of Administrative Services, Alberta Colleges Commission. 600, 11160 Jasper Avenue, Edmonton, Alberta. (403) 482-5976.

321 *Facilities of Postsecondary Nonuniversity Institutions in Alberta*

Detailed data will be collected and student capacity will be calculated on a combination of existing student places provided as well as on an engineering approach as to what area is required for specific types of student places. Purpose: To gather data on facilities and their student capacity. November 1971–April 1972.

Alberta Colleges Commission.

FENSKE, ROBERT H. Senior Research Psychologist, Developmental Research Department and Director, Research Institute, The American College Testing Program. P.O. Box 168, Iowa City, Iowa 52240. (319) 351-4470.

322 *Inventory of Activities and Outcomes of Higher Education*

A cooperative project of The American College Testing Program, the Educational Testing Service, and the National Center for Higher Education Management Systems, involving the development of an inventory or taxonomy of outcomes and activities of higher education, along with an extended treatment of the problems, limitations, and prospects of such an inventory. Purpose: To provide institutions of higher education with an inventory of outcomes as a means to stimulate their development of institutional goals. (This project is part of the project of the National Center for Higher Education Management Systems identified below with Sidney Micek.) February 1971–June 1972.

A set of two paperback monographs is planned.

National Center for Higher Education Management Systems.

323 *A Postprogram Follow-up of Vocational-Technical College Students*

In September and October of 1972, a nationwide follow-up survey will be conducted of over 20,000 students who participated in The American College Testing Program's Career Planning Program and who subsequently enrolled in a vocational-technical program in a junior college or technical institute. It will determine their satisfaction with their program, satisfaction with their present jobs, and the extent to which they are successful in these careers. A companion survey will be made of the employers of these students. Purpose: To provide basic data on vocational-technical programs and students and to provide information to be used for refining and modifying the Career Planning Program. January–December 1972.

Technical papers and an ACT Research Report planned.

324 *Who Selects Vocational-Technical Post High School Education?*

This project replicates a 1963 study conducted by the author and uses data from a 1968 statewide survey of 57,000 high school seniors in Wisconsin, some 7000 of whom indicated they planned to enroll in vocational-technical programs. Purpose: The project will describe the vocational-technical group and compare them with those who planned to attend traditional colleges and those who planned no further education. February–June 1971.

Research journal article or articles.

FENSKE, ROBERT H. and JAMES F. CARMODY, The American College Testing Program. P.O. Box 168, Iowa City, Iowa 52240. (319) 351-4470.

325 *Correlates of Student Interest in Social Issues*

This study assessed the degree of interest shown in eight contemporary social issues from a national survey of 5263 students in 65 colleges and universities undertaken in the spring of 1969, and the relationships of some commonly studied educational variables, and personal and intellectual variables to this interest. Although a wide range of interest was shown on the issues, a surprisingly weak relationship appeared between interest and the personal and background variables. Purpose: To determine the amount of interest in contemporary social issues among college students. 1971.

Correlates of Student Interest in Social Issues, American College Testing Program, $1.00.

Sources of Satisfaction with College Experience as Reported by College Seniors, see Leo A. Munday, 733.

FENSKE, ROBERT H. The American College Testing Program and KENNETH FELDMAN Associate Professor, Department of Sociology, State University of New York at Stony Brook, Stony Brook, New York 11790.

326 *Factors Related to College Student Choices of Referent Groups*

A large number of variables were analyzed through discriminate function analyses to determine the patterns of backgrounds and behavior related to the choices of referent groups by college students who participated in a comprehensive survey of nearly 9000 seniors in 64 colleges. Purpose: To provide basic and empirical data on the background of referent group choices listed, and relate these data to the theory of referent groups. April 1971–March 1972.

An ACT Research Report planned and later, an article to be submitted to a sociological research journal.

FENSKE, ROBERT H. and CRAIG S. SCOTT Research Assistant, The American College Testing Program. P.O. Box 168, Iowa City, Iowa 52240.

327 *Correlates of College Student Migration*

This project examines the relationship between various background and personal characteristics of two large samples of students who enrolled in college as freshmen in 1966 (N=32,351) and in 1969 (N=52,400), and compares students who migrated from their home to college with those who first enrolled in college while living at home. Purpose: To provide basic information on college student migration and its relation to personal and background characteristics. January 1971–February 1972.

An ACT Research Report planned.

Changes in Goals, Plans, and Background Characteristics of College-bound High School Students, see Jim Carmody, 165.

FERENCZ, WILLIAM R. see James W. Selgas, 896.

FERM, LOIS R. Director of Admissions, Brenau College. Gainsville, Georgia, 30501. (404) 532-4341, ext. 40.

328 *Student Characteristics and Environments for Learning in Wesleyan Colleges*

Using a questionnaire incorporating items from earlier studies, the social, academic, and religious backgrounds of nearly all freshmen and senior students in Wesleyan colleges have been explored, along with their present goals, activities, and religious beliefs and attitudes. In addition, seniors used the CCI to record their perceptions of their instituion's climate for learning. Purpose: To assist the recently formed Wesleyan denomination (a merger of Wesleyan Methodist and Pilgrim Holiness groups) to understand better the students and the climates for learning in their nine colleges; and to test several hypotheses regarding the derivation, present activities, and outlooks of students and the nature of their environments for learning. September 1969–February 1972.

Ph.D. dissertation, University of Minnesota, and articles planned.

Assistance from the Wesleyan denomination.

FERNANDEZ, JAMES W. and HOYT S. ALVERSON Department of Anthropology, Dartmouth College. Hanover, New Hampshire 03755. (603) 646-3256.

329 *Use of Computers in Introductory Anthropology*

Several time-share computer programs (simulation packages) are being developed. Purpose: For use in teaching undergraduates in the various subfields of anthropology and for use by professors in cross-cultural research. 1968–May 1971.

Time-Sharing Computer Applications in Undergraduate Anthropology at Dartmouth College, report to the National Science Foundation, 1971.

National Science Foundation, Office of Computing Activities, $24,200.

FERRIN, RICHARD I. Research Associate, College Entrance Examination Board. Suite 363, 800 Welch Road, Palo Alto, California 94304. (415) 328-6150.

330 *Development of Rapid Survey Models*

Surveys are being made primarily by telephone of various size samples of individuals or organizations, with informal reports available by the end of the same week. Purpose: To develop the capability to get responses quickly to a limited set of critical questions, in secondary and postsecondary education. October 1971–January 1972.

An internal report on the survey models, with national distribution of certain reports.

FIEDLER, FRED E. Principal Investigator, U.S. Office of Education Project, Organizational Research, University of Washington. 33 Johnson Hall, Seattle, Washington 98195. (206) 543-2314.

331 *Organizational Influences on Departmental Effectiveness*

The research has involved studies of 53 Ph.D.-granting departments of the University of Illinois, a random sample of departmental members at the University of Washington, and a small West Coast denominational college. Reports deal with: 1. the effect of departmental faculty control on performance; 2. type of academic area and productivity of faculty; and 3. interrelations among productivity criteria. Purpose: To determine the effect of departmental structure and leadership on departmental productivity and success in graduate teaching. April 1970–April 1972.

Richard Smith and Fred E. Fiedler, "The Measurement of Scholarly Work: A Critical Review of the Literature," *Educational Record* 52:3 (Summer 1971) 225-232. Technical Reports from Organizational Research: Gerald R. Oncken, "Organizational Control in University Departments," No. 71-20, June 1971; Anthony Biglan, Oncken, and Fiedler, "Convergence among Academic Outputs as a Function of Academic Area," No. 71-26, October 1971; and Biglan, "Relationship between the Characteristics of Academic Tasks and the Structure and Output of University Departments," No. 71-24, July 1971. Articles planned from the technical reports.

U.S. Office of Education and University of Illinois.

FILEK, R. RUDY Assistant Director Continuing Education, McKeesport Campus, The Pennsylvania State University. University Drive, McKeesport, Pennsylvania 15132. (412) 678-9501.

332 *The Governance of Two-Year Branch Campuses in a Multicampus University System*

Surveys of over 500 administrators, faculty, and students of 18 two-year branches of the Pennsylvania State University to determine their attitudes, perceptions, and recommendations on governance of such a multi-campus system. Responses to specific questions were recorded and tabulated along with verbatim remarks and suggestions volunteered by the interviewees. The study describes the centralized mode of authority and decisionmaking that has existed for 12 years and the transition of the system toward decentralization, and reports the views of the constituency toward partial or complete autonomy of the branch campuses. Purpose: To provide insights for educators, legislators and others involved in decisions about multi-campus systems or contemplating this type of organization. March–December 1971.

Ph.D. dissertation, University of Pittsburgh.

FINCHER, CAMERON Director, Institute of Higher Education, University of Georgia. Athens, Georgia 30601. (404) 542-3464.

333 *Simulation Techniques in the Training of Junior College Administrators*

An analysis of reactions to simulation materials and exercises. Purpose: To facilitate training in administrative team leadership, including assessments of their value for the training of future college administrators. Ongoing to March 1972.

Monograph in Institute of Higher Education series and journal article planned, dealing with overall aspects of simulation in training.

Original data collected under an EPDA grant from the U.S. Office of Education.

334 *Management Support Services in Academic Administration*

A survey of management skills and techniques deemed applicable to academic administration, examining their value and determining the extent of their use in selected institutions. Purpose: To introduce college officials to useful systematic managerial concepts and techniques. Ongoing to June 1972.

Monograph in Institute of Higher Education series and perhaps one or two journal articles planned, dealing with the impact of management sciences on higher education.

FINTEL, NORMAN D. Executive Director, Board of College Education, The American Lutheran Church, 422 South Fifth Street, Minneapolis, Minnesota 55415. (612) 338-3821.

335 *Attitudes of Lutherans Toward Church Colleges*

Data on attitudes, beliefs, values, and life styles of 1351 members of The American Lutheran Church from a nationwide survey in 1970 is being used for stepwise discriminant analysis of personal and social variables thought to be related to attitudes toward church colleges. Purpose: By identifying and profiling members of the Church according to these attitudes, the study should provide college administrators with helpful information about their constituent publics as well as a baseline for future studies. June 1970–April 1972.

Lutheran Brotherhood Insurance Society and Elmer L. and Eleanor Anderson Foundation.

FISHER, CHARLES F. Program Director, The Institute for College and University Administrators, American Council on Education. One Dupont Circle, Washington, D.C. 20036. (202) 833-4780.

336 *Evaluation of the Use of the Case Study Method in the In-service Training of College and University Administrators*

A comparison of the change in attitudes effected by the case study technique vis-a-vis the more traditional approach of background readings of position papers, etc., and seminars. Thirty-six recently appointed academic deans who attended the Institute in November 1971 were the subjects of the study. For the experiment the group was evenly divided on a matched-characteristics basis, with the two halves experiencing different learning techniques, both dealing with the same subject matter. Before and after questionnaire responses were then compared to determine the differences in attitudinal change within each subgroup. Purpose: To determine the effectiveness and desirability of the case study method in training administrators, especially with respect to ICUA's short-term in-service programs for recently appointed college and university officials. November 1971–Summer 1972.

Plans for publication not known at this time.

FLACKS, RICHARD Associate Professor, Department of Sociology, University of California, Santa Barbara. Santa Barbara, California 93106. (805) 961-3215.

337 *Youth and Social Change in the United States*

A literature review coupled with data collected at the University of Chicago in the early and mid-sixties comparing activists and their parents to nonactivists and their parents. Purpose: To present an overview of the youth protest and the student movement in the United States during the years 1965 to 1968; and to study the social and psychological origins of youth protest during the past two decades.

Youth and Social Change, Markham Publishing Company, December 1971.

Assistance from National Institute of Mental Health, The Carnegie Fund for the Advancement of Teaching, and the Survey Research Center, University of Michigan.

FLANAGAN, JOHN C. Principal Investigator and DAVID V. TIEDEMAN Project Director, Project TALENT, American Institutes for Research. P.O. Box 1113, Palo Alto, California 94302. (415) 328-3550.

338 *Project TALENT*

In 1960 a probability sample of 400,000 students in grades 9 to 12 in all secondary schools in the United States was given a two-day battery of tests and questionnaires. These students have been followed-up by questionnaire one, five, and eleven years after high school graduation, and a final questionnaire will be sent to them twenty years after high school. Questionnaires are concerned with post-high school education and work, marriage, experiences, and activities. Analyses compare subsequent data with that obtained in 1960. Purpose: To obtain a national inventory of human resources; develop a set of standards for educational and psychological measurement; devise a comprehensive counseling guide useful in predicting success and satisfaction; better understand how young people choose their life work; and identify the educational experiences that prepare people better for their life work. Planning begun 1957; experimental forms developed 1958-59; sample selected, 1959; testing begun, 1960-1985.

A complete listing of Project TALENT publications to date is available. The most recent report is: Flanagan, J.C., M.F. Shaycoft, J.M. Richards, Jr., and J.G. Claudy, *Five Years after High School* (497 pp., $10.00, and its *Appendix II* (359 pp., $8.00) 1971.

Office of Education with National Science Foundation assistance.

FLATHMAN, D. Human Resources Research Council. Edmonton, Alberta.

339 *Student Needs and Motivations in Alberta*

Questionnaires were distributed to a five percent random sample of these students, and follow-up interviews of selected respondents were conducted. Purpose: To identify the needs and motivations of students attending postsecondary nonuniversity institutions in the Province of Alberta. September 1971–February 1972.

Alberta Colleges Commission.

FLAUGHER, RONALD L. Research Psychologist, Special Projects, Developmental Research, Educational Testing Service. Princeton, New Jersey 08540. (609) 921-9000.

340 *Project Access*

Several studies are included in this project, among them are the: 1. Memphis Validity, using freshman grade-point averages of students who took the Comparative Guidance Placement battery as seniors in 1969-70; 2. Talent Flow, tracing utilization of talents documented in the Access battery; 3. Battery Validity, using institutions with large numbers of former Access students; 4. Patterns and Correlates, comparing aptitudes and backgrounds; 5. Moderated Regression Analysis, searching background factors influencing results; 6. Item and Test Analysis, comparing selected routine items; and 7. Research Overview, summarizing and interpreting research findings and relevant literature. Purpose: To stimulate college attendance by the disadvantaged. To Spring 1972.

Patterns and Correlates of Performance reports RDR-69-70, No. 4, published June 1970; RDR-70-71, No. 9, May 1971; RDR-71-72, No. 1, August 1971; and fourth report, December 1971. Major findings published in *Research in Progress*, April 1971. Other reports are available as completed.

College Entrance Examination Board.

FLEXNER, HANS Associate Professor of Higher Education, Department of Higher Education, 407 Rackley Building, The Pennsylvania State University. University Park, Pennsylvania 16802. (814) 865-1489, and HERBERT AURBACH Chairman and Professor of Sociology, State University of New York College at Buffalo. Buffalo, New York 14214.

341 *Response of Four-Year Colleges to Student Pressures for Institutional Change*

Comparatively little attention has been focused on student discontent in small colleges. This investigation deals with three such colleges in Pennsylvania–Bloomsburg State College, Haverford College, and Wilkes College. In Fall 1970, questionnaires were distributed to a sample of 480 faculty and 1300 students drawn randomly from the colleges. Questionnaire data were supplemented by individual and group interviews and discussions with selected administrators, faculty, and students. Documents and student newspapers were examined for additional information on earlier and current attempts to bring about change. The study types faculty and students according to their personal orientations toward college and establishes relationships between these types and their perceptions of their institution's functioning characteristics and its response to student pressures for changes in governance, student life, and educational programs. Examined are interrelationships between faculty types and student types, correlates between the way faculty and students type themselves and the way they type other faculty and students; between faculty perceptions of their institution's functioning characteristics and their perceptions of how other types perceive the same characteristics; and between faculty perceptions of institutional responses to student pressures for change and their perceptions of how other types perceive these responses. Purpose: To understand better the decisionmaking process in small four-year colleges and to make such institutions more responsive to student-initiated and supported changes. Summer 1970–Spring 1972.

A monograph and possibly a book planned.

Center for the Study of Higher Education, The Pennsylvania State University.

FOLGER, JOHN K. Executive Director, Tennessee Higher Education Commission. 908 Andrew Jackson State Office Building, Nashville, Tennessee 37219. (615) 741-3605.

342 *Ways of Influencing the Supply of Doctoral Graduates*

An assessment of the factors that affect the supply of doctoral graduates from American universities, and ways in which the number of doctoral graduates can be changed. Purpose: To examine the ways that the supply can be reduced as well as expanded. July 1971–December 1971.

Planned for inclusion in the report of the Association of American Universities Conference on Doctoral Supply.

FOLMSBEE, STANLEY I. see James R. Montgomery, 714.

FOOTE, ROBERT H. Professor of Animal Science, College of Agriculture, 201 Morrison Hall, Cornell University. Ithaca, New York 14850. (607) 256-2050.

343 *Audio-tutorial Innovation in Teaching Reproductive Physiology and Development*

Use of audio-tutorial techniques that illustrate key steps to be performed in laboratory experiments, as a preface to laboratory experiments with live animals. Purpose: To improve the student's knowledge in a way that cannot be done adequately in a large lecture class, and to make laboratory hours more efficient and effective. September 1970–ongoing.

Evaluation, spring 1972, planned.

Center for Improvement of Undergraduate Education, Cornell University.

FORBES, DOUGLAS R. Box 480, Notre Dame University. Nelson, British Columbia. (604) 352-2241, ext. 45 and JOHN G. HARVEY, University of Wisconsin.

344 *The Teaching Methods of R. L. Moore*

Questionnaires have been sent to some former students of R. L. Moore, and many outstandingly successful former students have been interviewed. Purpose: To describe several instructional techniques that were employed by Professor R. L. Moore in his 60 years of teaching, to analyze these methods so as to explain in variables that are generalizable, his phenomenal success in training research mathematicians; and to apply these findings in the iterative development of a theory of instruction. September 1970–ongoing.

Preliminary results available in dissertation; further results likely to be published in mathematics journals.

National Science Foundation.

FORD, RICHARD B. Associate Professor of History and DUANE KNOS Professor, Co-Directors, Training Teacher Trainers Project, Clark University. Worcester, Massachusetts 01610.

345 *Training Teacher Trainers (TTT) Project*

In order to improve education in schools, and teacher preparation in universities, the TTT Project is designing an experimental Ph.D. program in three social science areas which incorporates teaching internships, development of an instructional model by each fellow, and summer workshops and year-long teacher-student-community contact activities. Purpose: To develop a new model for higher education, based in part on the traditional program of the disciplines, but also departing in what seem to be socially meaningful ways. Ongoing.

U.S. Office of Education.

FORD, S. see Howard P. Tuckman, 1017.

FORTIN, CLIFFORD C. Associate Professor of Library Science, Department of Educational Foundations, 53 Davee Library, University of Wisconsin. River Falls, Wisconsin 54022. (715) 425-6701, ext. 416.

346 *The Relation of Certain Personal and Environmental Characteristics of School Librarians to Their Life Values and Work Satisfactions*

To provide information about school librarians, the manner in which they view their positions, and the satisfactions derived from them, a seven-part questionnaire was designed and sent to 783 Wisconsin public school librarians, along with the 1960 Allport-Vernon-Lindzey, *Study of Values.* Purpose: To test the assumption that school librarians have an identifiable set of values and satisfactions in their work unrelated to education, teaching role, or experience; and to measure the frustrations of school librarians in trying to meet demands for library services and materials. January 1966–April 1970.

Dissertation, with articles planned.

FOSTER, JUDILYNN T. see Stephen Abrahamson, 4.

FRANCE, NORMAN Visiting Professor of Educational Administration, Faculty of Education, Queen's University at Kingston. Kingston, Ontario. (613) 547-2978.

347 *Selection for Admission to University through Externally Controlled Teacher Assessments*

A study has been underway in which high school teachers rank their students on the basis of internally determined criteria. These ranks are then quantified on the basis of an objective test in each of the subject areas assessed, or on a single test of general intellectual ability and the use of subject panels of moderators to adjust for individual differences of "teacher effect." Purpose: To produce an assessment of potential university entrants based on the teachers' intimate knowledge of their abilities and attainments that would be strictly comparable from school to school and, at the same time, allows the high school to develop individual differences of curriculum. 1968–1972.

Education Canada, March 1971, pp. 14-18, Canadian Education Association, Toronto 5. *The School Guidance Worker*, March/April 1971, pp. 34-39. University of Toronto.

FRANCIS, JOHN BRUCE Assistant Professor of Higher Education, Associate Director and Chief of Operations, Survey Research Center, 16 Foster Annex, State University of New York at Buffalo. Buffalo, New York 14214. (716) 831-4806.

348 *University Community Survey*

An interview survey of opinions and attitudes of 300 students, 100 faculty, and 100 administrative staff, chosen at random, regarding a broad range of campus issues, social problems, and general values. Interviews were held during April and May 1971, and results were tabulated and reported to the University community in early June. Further analysis is currently under way. Purpose: To assess University opinions about campus issues as an aid to effective decisionmaking; and to provide faculty and student social researchers with a data base for analysis of constituent attitudes and their interrelationships. April–September 1971.

"Preliminary Technical Report," including the interview schedule; "Summary Report on Attitudes toward Campus Protest;" and "Summary Report on Student Values;" available from: Survey Research Center, 4320 Ridge Lea, C-19, State University of New York at Buffalo, Buffalo, New York 14226, $.50 each. A book containing integrated set of summary reports is planned for June 1972.

FRANKEL, MATILDA see Anthony Graziano, 384.

FRANKIE, RICHARD JOHN Associate Professor of Higher Education, "C" Building, Room 213, The George Washington University. 2201 G Street N.W., Washington, D.C. 20006. (202) 676-7189.

349 *The Junior College and the Courts*

A three-part summary, analysis, and index of over 50 legal cases concerning junior colleges in America from 1894 through 1971. Part I (see reference below), dealing with 17 cases, traced the evolution of the legal authorization and control of two-year colleges. Part II will summarize 22 legal cases brought by faculty and students during the last 40 years involving faculty employment, dismissals, civil rights, contracts and torts. Purpose: To inform trustees, administrators, faculty, and students of higher education of legal decisions and opinions rendered by the state and federal courts across the country concerning junior colleges. September 1968–June 1972.

ED 046 397 JC 710 049 ERIC documents, or *The Junior College and the Courts: Summaries of Decisions Related to Authorization and Control*, Monco Educational Publishing Company, Box 278, Damascus, Maryland 20750. 1970, $2.00. A one-volume book planned to include all three parts.

FREEMAN, KENNETH H. Director, Junior College Center for Professional Development, Texas Technological University. P.O. Box 4719, Lubbock, Texas 79409. (806) 742-7139.

350 *A Survey of Nontraditional Educational Experiences*

A survey of present practice and potential use of nontraditional educational experiences among Texas colleges and universities, concerned with the ways that individuals learn outside the college classroom or in institutions or organizations whose primary function is not strictly defined as formal education. Purpose: To provide higher education institutions in Texas with complete information on policies and practices relating to nontraditional educational experiences. February–May 1972.

Mimeographed report planned.

FREEMAN, RICHARD B. Assistant Professor, Department of Economics, University of Chicago. 1126 East 59th Street, Chicago, Illinois 60637. (312) 753-4525.

351 *Discrimination and Higher Education*

A detailed analysis of Black college students, their needs and perceptions, and the increased demand for them in the labor market, based on data obtained from interviews with placement officials, questionnaire responses from over 2000 Black college students, most of them at Howard University, and available statistics. Also covers the economic theory of discrimination and the relationship between the kinds of education provided in southern schools and the lack of postsecondary education among American Blacks. Purpose: To show that discrimination in the economic sphere is directly related to discrimination in the educational sphere and vice versa. Summer 1970–Spring 1972.

"The Implications of the Changing Labor Market for Members of Minority Groups," in Clark Kerr (Ed.), *Higher Education and the Labor Market*, to be published in Fall 1972. Book planned.

Carnegie Commission on Higher Education.

FRIEDMAN, NATHALIE Bureau of Applied Social Research, Columbia University. 605 West 115th Street, New York, New York 10027. (212) 280-4049.

352 *The Federal Educational Opportunity Grant Program: A Status Report, Fiscal Year, 1970*

A questionnaire survey in Spring 1970 of the 2000 institutions participating in the Educational Opportunity Grant Program (with site visits to 20 of them) and of the 12,500 students receiving grants in 1969-70. Some 10,000 students responded. Purpose: To help the U.S. Office of Education learn the characteristics of students: their demographic and academic backgrounds; their attitudes and needs; whether their financial needs were being met by the EOG program; and what problems of policy and practice the institutions were having in administering the programs. 1970–1971.

Report of the same title written with the assistance of James Thompson available through ERIC and the National Technical Information Service.

U.S. Office of Education.

353 *A Comprehensive Study of the Federal College Work-Study Program*

Questionnaires were sent to 2400 participating institutions and to 12,500 students and 2500 employers of these students. The study includes an analysis of the funding of the National Defense Education Act, the Federal Educational Opportunity Grant Program, and the Federal College Work-Study Program. Purpose: To learn attitudes of students and problems of institutions and employers in operating the Federal College Work-Study Program.

Report planned, June 1972.
U.S. Office of Education.

FRIEDMAN, RENEE C. see Stanley O. Ikenberry, 489.

FRIESEN, D. Department of Educational Administration, University of Alberta. Edmonton, Alberta. (403) 432-4916.

354 *Structural Development and Organizational Taxonomy of Postsecondary Institutions*

Structural and contextual data will be collected for each year since inception of five colleges in Alberta. Existing documents will be examined and interviews will be held with each chief executive and with other relevant persons, using the Aston interviewing and quantification schedules as developed by Inkson, et. al. (1969). Purpose: To investigate the feasibility of the Aston Approach to a taxonomic ordering of organizations, replicate the methodology of Pugh, et. al., using data from several points of time in the development of these organizations, and document the structural development of these organizations. September 1971–September 1972.

Thesis and articles planned.

College Administration Project.

355 *Postsecondary Educational Plans and Their Correlates in Alberta Rural Public High Schools*

Four instruments were used in March 1971 to collect data from Alberta high schools having 20 or more teachers: the school climate questionnaire, the OCDQ, the OCDQ modified for students, and a student questionnaire that included personal information and satisfaction subtests. To examine to what degree these plans were implemented, a November 1971 survey obtained information on the choices the students actually made and the reasons for their choices. Purpose: To investigate the relation between twelfth grade students' postsecondary educational plans and the organizational climate of their schools, their achievement, satisfaction, socioeconomic background, age, and sex. February 1971–September 1972.

Thesis and articles planned.

Department of Educational Administration, University of Alberta.

FRUEH, LLOYD see John J. Treacy, 1007.

FRUEN, M. see A. I. Rothman, 861.

FULLER, GERALD R. Chairman, Department of Vocational, Technical and Extension Education, College of Agriculture and Home Economics, Morrill Hall, The University of Vermont. Burlington, Vermont. 05401.

356 *Relationship between Selected Characteristics and Academic Success of Students*

Data was collected from 349 graduates of the college regarding their background and academic success. Factors other than rank in high school graduation class and SAT scores were found to have influenced cumulative grade averages. Purpose: To improve student guidance functions and aid in program development. July 1970–June 1971.

FULLER, WILLIAM S. Director, New York City Regional Plan for Higher Education, Pace College. 41 Park Row, New York, New York 10038. (212) 285-3661.

357 *Regional Plan for Higher Education in New York City*

Currently New York City, with 80 college and university campuses in its five boroughs, enrolls half of all college students in New York State. Its City University has more students than it can handle, while its private institutions are in financial difficulty. The Regents of the State of New York have appointed a Regents' Advisory Council to plan higher education in the City, and five task forces will make reports to this Council, which will then make recommendations to the Regents. Purpose: To improve the efficiency and effectiveness of higher education in New York City and recommend the creation, merger, consolidation or alteration of institutions as necessary to this end. October 1971–June 1972.

Council report and recommendations may be published as an addenda to the Regents' Statewide Plan for Higher Education, 1972.

Assistance from New York State Education Department, institutions involved, and the Sloane Foundation.

FURGANIC, MICHAEL M. see James W. Selgas, 896.

GADDY, DALE Director, Microform Project, American Association of Junior Colleges. One Dupont Circle, Suite 410, Washington, D.C. 20036. (202) 293-7050.

358 *Student Acceptability and Learning Effectiveness of Microform Collections in Community Junior Colleges*

This nationwide study explores such variables as experience, man-machine interactions, accessibility, kind of information involved in the transaction, and the effects of microform utilization on student learning. Purpose: To investigate relevant variables, establish critical factors, and determine optimum conditions in the utilization of microforms (i.e., microfilm, microfiche, and other forms of photographically reduced images on film or paper) in community junior colleges. Pilot studies and field experiments are being conducted at selected two-year colleges throughout the United States. April 1969–September 1973.

June 1970 report, ED 040 708; June 1971 report to be announced in *Research in Education*; journal articles and a report in book or monograph form planned.

U.S. Office of Education, approximately $180,000 through December 1971.

GAFF, JERRY G. see Robert C. Wilson, 1084 and 1085.

GAGNON, NICOLE, GILLES HOULE, CLAIRE CHAMBERLAND, and MICHEL STEIN Departement de Sociologie, Universite Laval. Quebec 10, Quebec. (514) 656-3291.

359 *L'Efficacite du Seminaire comme Methode d'Apprentissage des Connaissances et des Structures Cognitives*

(Efficacy of the Seminar as an Apprenticeship Method in Understanding and Cognitive Structures)

Elaboration d'une perspective d'analyse des representation pour effectuer l'amelioration des methodes d'enseignement de la sociologie, et etude du rapport entre un langage scientifique et le langage utilise pour le transmettre. Techniques: observation, entrevues, analyse de contenu, etude du langage des enseignants et du phenomene de "reproduction" chez les enseignes. Janvier 1971–Decembre 1972.

Ministire de l'education, Quebec.

GAMELIN, F.C. Executive Director, Central States College Association. 1308 Twentieth Street, Rock Island, Illinois 61201. (309) 794-9022.

360 *Changes in Student Attitudes, Interests, and Personality Characteristics during Their College Years*

A longitudinal study of the class of 1973 is in process at the 12 institutions of the Central States College Association. Baseline data on entering freshmen were gathered on CSQI and the OPI. Two sets of random samples of 50 were selected: an interview sample at each institution for annual testing and interviews, and control samples at five institutions for testing only. Testing includes CSQII in Spring 1970, CUES in Fall 1970, Strong VIB in Fall 1971, and CUES, OPI, GRE, and a follow-up questionnaire in Fall 1972. Interviews are based on standard protocols, interviewees are rated on a standard scale, and each interview group is described concerning its feelings about college experiences to date, changing perceptions, view of the future, etc. Purpose: To assist faculty and administrators to modify college operations on the basis of understanding the changes that occur in their students during college years and immediately after. September 1969–December 1974.

Duplicated report planned.

U.S. Office of Education and Central States College Association.

GAMSON, ZELDA F. Center for the Study of Higher Education and Institute for Social Research, University of Michigan. Ann Arbor, Michigan 48104. (313) 764-9300 or 764-9472.

361 *Relations between Student Organizations and the Larger University*

A questionnaire study in 1966 of nearly 2000 members of 29 student organizations (5 religious, 4 political, 10 fraternities, 10 sororities) at the University of Michigan. Purpose: To analyze the impact of these groups on their members and to analyze their relations with their universities. 1966–ongoing.

"A Study of Students in a Multiversity," Project No. 5-0901, Office of Education, August 1971. Several articles in scholarly journals planned.

National Science Foundation and National Research Council's Committee on Basic Research in Education.

GARBARINO, JOSEPH Professor of Business Administration and Director, Institute of

Business and Economic Research, 156 Barrows Hall, University of California, Berkeley. Berkeley, California 94720. (415) 642-1922 or 642-2025.

362 *Academic Unionism*

A literature review, interview study and case analysis. Purpose: To evaluate experiences with collective bargaining around the country and assess implications for the organization and administration of higher education. Summer 1970–December 1973.

"Precarious Professors: New Patterns of Representation," *Industrial Relations*, February 1971; "Faculty Unionism: From Theory to Practice," *Industrial Relations*, February 1972; "Creeping Unionism and the Faculty Labor Market," chapter in *Higher Education and the Labor Market*, Clark Kerr (Ed.), Carnegie Commission, Summer 1972; other monographs planned; eventually a book in 1973-74.

Carnegie Commission to date.

GARMS, WALTER I. Assistant Professor, Department of Higher and Adult Education, Teachers College, Columbia University. New York, New York 10027. (212) 870-4891.

363 *State Expenditures for Higher and Lower Education*

An exploratory analysis of the relative effort of states and local governments on a per capita basis (rather than per student basis) in supporting higher education in contrast to supporting lower education. (Sparsely populated states such as Wyoming or North Dakota tend to have a high ratio expenditure for higher education; high density states such as New Jersey have a low ratio.) Purpose: To determine ratios of higher education/lower education expenditures for each state as part of a continuing analysis of public support of education. January–December 1971.

Report available from author.

Ford Foundation.

GARON, MARIO see Eddy Slater, 921.

GARTENBERG, PHILLIP Special Assistant to the Dean, School of Education, The University of Michigan. Ann Arbor, Michigan 48104. (313) 763-1228.

364 *The Budgetary Process of British Universities*

A case study of the budgetary process of British universities, based on interviews with university and governmental officials involved in the financing of higher education. Purpose: To determine what changes in budgetary procedures during the rapid expansion of British universities in the 1960s have occurred. January 1971–January 1972.

Ph.D. dissertation, The University of Michigan.

Assistance from the English-Speaking Union of the United States.

GARTNER, ALAN Associate Director, New Careers Training Laboratory, Fifth Floor, New York University. 184 Fifth Avenue, New York, New York 10010. (212) 598-7652.

365 *Survey of Training Programs for Paraprofessional Human Service Workers*

Over 100 collegiate programs to prepare paraprofessional or technical workers in the health fields have been established in recent years, many with support from the U.S. Department of Labor. Purpose: The present survey aims to identify all existing programs, review their purposes, scope, requirements, and admission policies in order to synthesize knowledge about them. 1971–1972.

Paraprofessions and Their Performance: A Summary of Education, Health, and Social Services Programs, Praeger Publishers, 111 Fourth Avenue, New York 10003. ($13.50) Report of survey planned.

Esso Education Foundation.

GETTY, RONALD L. Doctoral Student, Higher Education Department, New York University. 39 Charles Street, Apartment 8, New York, New York 10014. (212) 989-1565.

366 *A Curriculum for Training Student Personnel Workers for Urban Colleges and Universities*

Criteria in terms of knowledge and skills will be developed through a survey of professional literature and juror reactions. A questionnaire to approximately 70 colleges and universities offering graduate student personnel training programs will determine if their training matches the criteria. Guidelines for developing a curriculum for the training of urban student personnel workers will be formulated, based on the criteria and results from the questionnaire. Purpose: To describe the current curricula for training student personnel workers for urban colleges and universities; indicate weaknesses and strengths in the training programs; and propose guidelines for the programs. June 1972–March 1973.

Dissertation, New York University, and article planned.

GIBB, RICHARD D. Commissioner of Higher Education, State of South Dakota; Board of Regents, State Capitol, Pierre, South Dakota 57501. (605) 224-3455 or 224-3456.

367 *A Master Plan for Public Higher Education in South Dakota*

Development of a long-range plan for public higher education. All public and private institutions are represented on various study committees. Purpose: To utilize the resources available for maximum benefit. June 1969–April 1972.

Duplicated report planned.

State General Fund.

GIBSON, RAYMOND C. Professor of Higher Education, School of Education, Indiana University. Bloomington, Indiana 47401. (812) 337-2001.

368 *The University Grants System of Support*

Data collected from January to September 1970 at universities in New Zealand, Australia, Hong Kong, India, and Great Britain. The principal results indicate that education must be autonomous, that serving national needs does not necessarily mean surrendering autonomy, and that categorical grants tend to decrease freedom and autonomy. Purpose: To study fundamental concern, especially in Australia and India where education is a local state function, the relationship with the political arena. January 1970–January 1972.

Book tentatively entitled *Block Grants for Higher Education–An Alternative to Loss of Autonomy* planned for early 1972.

Albert Pick, Jr., Foundation.

GLASER, WILLIAM A. Senior Research Associate, Bureau of Applied Social Research, 617 Haskell Hall, Columbia University. 605 West 115th Street, New York, New York 10025. (212) 280-4035.

369 *International Migration and Return of Professionals ("Brain Drain")*

A world-wide survey sponsored by the United Nations Institute for Training and Research. The Bureau of Applied Social Research of Columbia University is coordinating the project and undertaking the cross-national comparisons, with a research center in each of 24 or more countries collecting national data. In each of five developed countries–Britain, Canada, France, Germany, and the United States–between 500 and 2500 foreign students and between 250 and 500 "stay-ons" have been surveyed. Almost identical questionnaires are being given to between 200 and 600 "returnees" in each of these developing countries: Ceylon, Colombia, Brazil, Argentina, Ghana, Greece, India, Iran, Korea, Trinidad, and Tobago, with 12 other countries possibly participating. Questionnaires, translated into seven languages, request information on educational history and plans; reasons for going or not going to a developed country for education; social and educational life while abroad; occupational history and plans; and reasons for decisions about choice of country. In each developing country, between 50 and 100 employers are being interviewed in person about their preferences for foreign or domestically-trained employees, their experiences in recruiting foreign-trained employees; the value of foreign education for employees; and organizational problems in utilizing the foreign-educated. Purpose: To learn more about the "brain drain"–why some persons from developing countries study in developed countries, and why some remain abroad, while others return home. April 1969–ongoing.

GLAZER, RICHARD see John R. Olive, 754.

GLEAZER, EDMUND J., Jr. Project Director and **DAVID S. BUSHNELL** Research Director, Project Focus, Kellogg Foundation, American Association of Junior Colleges. One Dupont Circle, Suite 410, Washington, D.C. 20036. (202) 293-7050.

370 *Project Focus*

To examine the goals and present practices of public community and private junior colleges and to identify their future role and functions at a stratified random sample of 92 public and private junior colleges, survey questionnaires and structured interviews were administered to a representative group of administrators, board members, faculty, students, and community leaders between October 1970 and June 1971. The study examined the colleges from the vantage point of change—directions of change, facilitators of change, and impediments to change. Purpose: 1. To identify the social and economic trends that will influence the community-junior colleges in the coming decade; and 2. to ensure the continued relevance of American Association of Junior Colleges to the needs of its constituents. August 1970—November 1971.

Interim reports in the *Junior College Journal*, September-December 1971; a research monograph was published by AAJC in January 1972; and a book will be published by Harper and Row in December 1972.

W.K. Kellogg Foundation and U.S. Office of Education, $266,000.

GLENNY, LYMAN A. Acting Director, Center for Research and Development in Higher Education, University of California, Berkeley. 2150 Shattuck Avenue, Berkeley, California 94704. (415) 642-5179.

371 *State Budgeting for Postsecondary Education in the Fifty States*

An analysis of budget reviews of higher education by state agencies: their political, economic, or management goals, their procedures, their interrelation or overlap, their impact on the redirection of programs and reallocation of resources, and the influence of state master plans for higher education in improving this budget review process. Data will first be gathered and analyzed from eight states, then from ten more with supplementary information obtained if necessary from the remaining 32. Purpose: To provide definitive base-line information on basic concepts and procedures in state budgeting for higher education; identify those which encourage and stimulate rather than impede or prevent planned institutional change; and describe models for states to consider in improving their budgeting process. March 1972—1973-74.

Final report planned plus oral reports, seminars, and workshops.

Sponsorship by the Education Commission of the States and the Center for Research and Development in Higher Education, University of California, Berkeley, with funding agent to be announced.

GLENNY, LYMAN, Acting Director and **TOM DALGLISH** Research Assistant, Center for Research and Development in Higher Education, University of California, Berkeley. 2150 Shattuck Avenue, Berkeley, California 94704. (415) 642-5179 or 841-7504.

372 *Meaning and Effectiveness of Constitutional Status of Public Universities*

A study comparing the effects of constitutional autonomy on selected state universities—in California, Colorado, Michigan, and Minnesota—with the effects of legislative or statutory creation of other state universities—in Hawaii, Illinois, Maryland, and Wisconsin. Based on interviews with state officials and university administrators and analyses of documents in the eight states. Purpose: To determine whether efforts to seek constitutional autonomy for public universities in state constitutional conventions are worthwhile. October 1970—February 1972.

Monograph to be published by the Center for Research and Development in Higher Education, 1972.

GLOVER, ROBERT H. Senior College Program, National Laboratory for Higher Education. Mutual Plaza, Durham, North Carolina 27701. (919) 688-8057.

373 *Administrative and Organizational Systems in Higher Education*

The professional literature was reviewed to determine what theories and studies exist regarding improved planning for management of higher education, concentrating on organizational development, information systems, and institutional research. Purpose: Results were synthesized to produce a position paper containing recommendations for improved institutional planning and management.

"Administrative and Organizational Systems in Higher Education: A Conceptual Paper," May 1970.

U.S. Office of Education.

374 *Statistical Interface System*

The System consists of computer programs and training materials, aimed at enabling a person to select statistical designs, prepare data for computer entry, process the data, and interpret the computer output. Purpose: The Statistical Interface System is a generalized, computer-based system designed to assist university and college institutional researchers and evaluators to analyze and interpret statistical data.

Planned for release Summer 1972.

GOLDBERG, MAXWELL H. Associate Director, Center for Continuing Liberal Education, and Professor of Humanities and

English, 103 Sparks Building, The Pennsylvania State University. University Park, Pennsylvania 16802. (814) 865-1376.

375 *The Impacts and Implications of Technological Change for the Humanities*

This study analyzes the impacts and implications of technological change both for the conventionally designated humanities, and for those areas more broadly designated "humanistic studies." Critical analysis of the literature of the subject is augmented by field trips, correspondence and exploratory probes as to teaching and scholarly research. Purpose: To assist other scholar-teachers, administrators, and members of governing bodies to formulate policy, make decisions, and set up programs and projects in humanistic studies for a highly technological society. January 1968–September 1973.

A hardback book planned, to be followed by a paperback.

GOLDEN, ALLAN 60 West Madison Avenue, Dumont, New Jersey 07628. (201) 384-7480.

376 *Faculty Collective Bargaining at the City University of New York*

The history of faculty collective bargaining at the City University of New York and its effect on the relationships among the faculty and administration will be studied. Methodology includes case study of available data; questionnaire; and interviews. Purpose: To provide an insight into one institution's experience with faculty collective bargaining. March 1972–January 1973.

GOODWIN, HAROLD see John Andes, 29.

GORDON, EDMUND W. Professor of Education, Chairman, Guidance Department; Director, Division of Health Services, Sciences and Education, Teachers College, Columbia University. New York, New York 10027. (212) 870-4801.

377 *Collegiate Compensatory Programs for Nontraditional Youth*

An initial survey determined which colleges and universities did in fact have special programs for disadvantaged or nontraditional students. Those responding affirmatively were then sent questionnaires pertaining to program size, ethnic composition, program elements, etc. Some on-campus visits were made for the purpose of producing in-depth case studies. Purpose: To assist college administrators and educators interested or involved in such programs by providing a broad picture of what is happening in the field and analyzing possible needs for the future. March 1969–December 1971.

Book by College Entrance Examination Board, Summer, 1972.

Ford Foundation and College Entrance Examination Board, approximately $150,000.

GORDON, JEROME J. Program Associate, Senior College Program, National Laboratory for Higher Education. Mutual Plaza, Durham, North Carolina 27701. (919) 688-8057.

378 *Deriving Measurable Objectives*

A training package has been developed that includes a description of the process of deriving measurable objectives; samples of goals, objectives, and methods of measuring results; group process procedures and structured interview forms; and practice and evaluation exercises. Purpose: To train administrators, faculty, and students in the science of deriving measurable objectives from long-range institutional goals. Pilot testing is underway, with publication planned for September 1972.

"Deriving Measurable Objectives: A Training Package" planned for September publication.

U.S. Office of Education.

GORSUCH, R. L. Kennedy Associate Professor of Psychology, The John F. Kennedy Center for Research on Education and Human Development, Box 512, George Peabody College for Teachers. Nashville, Tennessee 37203. (615) 327-8151.

379 *Changes in College Students' Ethical Value Judgments*

Selected college students were asked to indicate the wrongness of each of 50 behaviors. 1969 responses were then compared with responses made by students in 1929, 1939, 1949, and 1958. Purpose: To determine the amount of change in college students' ethical values and to make a tentative analysis of the sources of these changes. Ongoing.

R. L. Gorsuch and B. Daly, "Changes in Ethical Judgments of College Students: 1958 to 1969," *Proceedings*, 78th Annual Convention, American Psychological Association, 1969; R. L. Gorsuch and R. A. Smith, "Changes in

College Students' Evaluation of Moral Behavior: 1969 versus 1939, 1949, and 1958," *Journal of Personality and Social Psychology*, in press.

GOUGH, HARRISON G. Professor and Chairman, Department of Psychology, University of California, Berkeley. Berkeley, California 94720. (415) 642-7074.

380 *Follow-up of Students Entering the Graduate Program in Psychology at Berkeley, 1950-1970*

Five hundred and thirty male and 304 female students took an experimental battery of tests at entry, including measures of ability, interest, information in the field of psychology, personality, and social judgment, and are now being followed up regarding completion of the doctorate, performance while in training, and professional career. Purpose: To identify measurable factors related to persistence in the field and postdoctoral performance. Fall 1949–1974 or 1975.

Several small papers have been given at meetings, and published, but no overall or general presentation has yet been made. Papers in professional journals and possibly a monograph are planned.

GOUGH, HARRISON G. Professor and Research Psychologist, Institute of Personality Assessment and Research, University of California, Berkeley. 2240 Piedmont Avenue, Berkeley, California 94720. (415) 642-5050.

381 *Performance in Medical Education and Medical Practice*

Eight incoming classes, 1960-67, totaling approximately 700 male and 100 female students in the School of Medicine in San Francisco were given an experimental battery of tests of interest, aptitude, personality, and social judgment. Follow-up has been carried out with regard to performance in school, graduation from school, peer ratings, and performance in the internship. Follow-up is planned for selection of specialty and performance in practice. Purpose: To identify measurable variables that relate to performance in medical school and practice and to choice of specialty. 1960–1974 or 1975.

Doctoral dissertations, University of California, Berkeley: L.K. Cartwright, *Women in Medical School*, 1970; G. Domino, *Personality Patterns and Choice of Medical Specialty*, 1967; P.K. Flom, *The Prediction of Performance in the Medical Internship*, 1970; M.L. Goldschmid, *The Prediction of College Major in the Sciences and Humanities by Means of Personality Tests*, 1965; M.A. Howell, *Personality Factors in Medical Performance*, 1965; K.M. Kunert, *The Psychological Concomitants and Determinants of Vocational Choice*, 1965; H.G. Gough, "Nonintellectual Factors in the Selection and Evaluation of Medical Students," *Journal of Medical Education*, 42 (1967) 642-652; Gough, "The Recruitment and Selection of Medical Students," in R. H. Coombs and C. L. Vincent (Eds.), *Psychosocial Aspects of Medical Education*, Springfield, Illinois: C. C. Thomas, 1971; Gough, "Selection and Evaluation of Medical Students," invited address, Faculty of Medicine, University of Birmingham, England, May 12, 1966; Gough and W. B. Hall, "Prediction of Performance in Medical School from the California Psychological Inventory," *Journal of Applied Psychology*, 48 (1964) 218-226; Gough and B. A. Kirk, "Achievement in Dental School as Related to Personality and Aptitude Variables," *Measurement and Evaluation in Guidance*, 2 (1970) 225-233; Gough, W. B. Hall and R. E. Harris, "Admissions Procedures as Forecasters of Performance in Medical Training," *Journal of Medical Education*, 38 (1963) 983-998; "Evaluation of Performance in Medical Training," *Journal of Medical Education*, 39 (1964) 679-692; M. A. Howell, "Personal Effectiveness of Physicians in a Federal Health Organization," *Journal of Applied Psychology*, 50 (1966) 451-459. Additional articles in professional journals planned, several more doctoral dissertations, and possibly a monograph, are planned.

Assistance from the School of Medicine and a Biomedical Support Grant to the University of California, Berkeley.

GRAINGER, R. M. Research Director, Association of Canadian Medical Colleges. 151 Slater Street, Ottawa, Ontario. (613) 237-0070.

382 *Canadian Medical School Applicants and Students*

This project involves the collection and compilation of basic information about medical school applicants and students and the preparation of annual reports by the ACMC. Purpose: To provide insight into the nature of the medical school applicant and student populations in Canada by sorting names to determine the true number of applicants, and to provide an information base for further health manpower research. April 1971–ongoing.

Department of National Health & Welfare.

383 *Economics and Cost Studies of Medical Education in Canada*

Through conferences, standard reporting forms and definitions have been developed on which expenditure data from Canadian medical schools is collected annually. Purpose: To promote understanding of medical college budgeting and financial management at the institutional level and to develop national data from which indices of change in expenditures may be developed. November 1970–ongoing.

Internal documents.

Department of National Health & Welfare, $21,369.20.

GRAMBSCH, PAUL V. see Edward Gross, 394.

GRANT, GERALD see David Riesman, 838.

GRAZIANO, ANTHONY Assistant Vice-Chancellor for Academic Affairs, Office of the Chancellor and **MATILDA FRANKEL** Project Coordinator, Survey Research Laboratory, 414 David Kinley Hall, University of Illinois, Urbana, Illinois 61801. (217) 333-4273.

384 *University of Illinois Dropouts*

A mail survey with a telephone follow-up of nonrespondents of 2000 students–about half freshmen and half continuing students–who were accepted or enrolled for the fall semester of 1971 but who failed to appear for registration. Purpose: To learn why they decided not to continue their education at Urbana. October 1971.

No publication planned.

GREENBERGER, ELLEN Research Director, and **JOANNE MARTIN**, Project Manager, McBer and Company, 675 Massachusetts Avenue, Cambridge, Massachusetts 02139. (617) 864-8500.

385 *Evaluation of Two Office of Education International Education Programs*

Two U.S. Office of Education international programs, Group Projects Abroad (GPA) and the Foreign Curriculum Consultant Program (FCC)–sponsored by the Fulbright-Hays legislation and administered by the Institute for International Studies–are being evaluated by McBer and Company. All 1969 GPA participants, project directors, and department chairmen received mail questionnaires; all 1971 FCC participants were interviewed in Fall, 1971, and will be contacted again in Spring 1972. In addition, 10 GPA sites were visited. Purpose: To determine the efficacy and benefit of the programs themselves, and to make policy recommendations for selection procedures using the characteristics of the most successful programs as bases. Fall 1971–June 1972.

Final report will be submitted to the U.S. Office of Education, June 1972, and a number of position papers will follow.

U.S. Office of Education.

GRIFFITH, BELVER C. Professor, Graduate School of Library Science, Drexel University, Philadelphia, Pennsylvania 19104. (215) 387-2400, ext. 2071.

386 *Communication within Medical Research*

Using questionnaires, interviews, and research citations, the specialties within medical research, such as pre-medical or clinical, are being examined, the communication patterns between researchers in a score of specialties are being analyzed, and a national study organized. Previous analyses of rural sociologists and of finite group theorists in mathematics indicated that significant contacts among most researchers are generally infrequent and essentially random, conforming to a Poisson distribution, while extremely productive persons have a considerably higher number of contacts through a highly structured pattern of exchanges. Purpose: The current project extends this work in order to understand the basic unit in scientific research–the specialty–where discoveries occur among members. August 1970–August 1973.

Belver C. Griffith, Marilyn J. Jahn, and A. James Miller, "Informal Contacts in Science: A Probabilistic Model for Communication Processes," *Science*, 173 (July 9, 1971) 164-166. Journal articles and masters' theses by students planned.

National Library of Medicine.

387 *Statistical Structure of Literature, Science, and Scholarship*

Many dimensions of science, scholarship and higher education, such as productivity and the number of articles written by individual scientists, conform to certain statistical dimension of Zipf's Law in language–as opposed to Whitforth's Law–in their function and underlying mechanism. Purpose: Some of these dimensions are being investigated through citation analysis, as a contribution to the development of statistical methods. February–December 1971.

Journal articles planned.

GRIFFITH, WILLIAM S. Associate Professor of (Adult) Education, Department of Education, The University of Chicago. 5835 South Kimbark Avenue, Chicago, Illinois 60637. (312) 753-3815.

388 *The Evolution of the Concepts of Adult Education and Community Services in the Community College*

The development of an analytical account showing how the various definitions and viewpoints of adult education and community services have evolved through the last 80 years, based on certain basic speeches and articles by educational leaders which set forth the rationale for community college involvement in adult education/community services and an examination of all reports in the ERIC system; all articles, committee reports, editorials, and comments in the *Junior College Journal*; and all books that can be identified as dealing with the two-year college and its adult education/community services function. Purpose: To provide an account of the evolution of this function within the community college, to present the current state of knowledge about this function, and assess the potential influence of accrediting commissions on its evolution. September 1969–July 1972.

Arrangements to be worked out with ERIC Clearinghouse for Adult Education, Syracuse, and ERIC Clearinghouse for Junior Colleges, University of California at Los Angeles.

Partial expense allowance of $500 provided by Syracuse University Library of Continuing Education and ERIC Clearinghouse for Adult Education.

GRILICHES, ZVI Project Co-Director, Professor of Economics, Harvard University. Cambridge, Massachusetts 02138. (617) 495-2181 and **WILLIAM M. MASON**, Project Co-Director, Assistant Professor of Sociology, Duke University. Durham, North Carolina 27706. (919) 684-2915.

389 *Effects of Education and Ability on Income*

Using a 1964 CPS sample of veterans ages 21-34, the analysis exploits a split education variable: education completed before service, and education completed during or after service. Through regression analyses, it was found that the effect of education on income is relatively insensitive to the absence or presence of ability in the regression equation, and that ability makes but a modest contribution to income. A revised model, assuming an unmeasured error-free ability variable, supports the conclusion, but shows error-free ability to make a more substantial contribution than the measured ability variable to earnings. Purpose: To estimate the contribution of education and ability to income, to provide detailed knowledge of social mobility, and to speak to a particular technical issue in the study of economic growth. 1969–1971.

"Education, Income, and Ability," *Journal of Political Economy*, May/June Supplement 1972, and also in the untitled proceedings of the SSRC Conference on Causal Models in the Social Sciences, Fall 1970, to be edited by A. Goldberger and O. D. Duncan.

GRIN, S. SPENCER Director of Special Projects, Academy for Educational Development. 437 Madison Avenue, New York, New York 10022. (212) 758-5454.

390 *A Guide for Effective Independent Study in Higher Education*

Personal discussions and correspondence with directors of the Open University in England, and the University Without Walls in the United States, and with leading authorities in the fields of psychology, education, reading, study, and travel. Purpose: to produce a guide to learning procedures for those interested or engaged in independent study programs. June 1970–January 1972.

A book titled *Recipe for Learning . . . A Guide to Effective Independent Study* is planned.

391 *Persons and Institutions Engaged in Developing the Philosophy of "World Education"*

Personal interviews with the directors of colleges and transnational centers engaged in "world education" and a compilation of the salient features and reports of the two conferences sponsored by the Association of World Colleges and Universities. Purpose: To assess the progress being made in these institutions; and to uncover for students, teachers, and administrators those emerging concepts fostering a transnational concerned approach in higher education. January 1970–March 1972.

A book titled *World Education . . . An Emerging Concept* is planned.

GRINOLD, RICHARD C. Assistant Professor of Business Administration, 350 Barrows Hall, University of California, Berkeley. Berkeley, California 94720. (415) 642-5371.

392 *Models of Academic Promotion and Salary Structure*

Using Markov chain models of promotion policy, a framework of variables is being developed to predict the effects of changes in personnel policy—and, in particular, salary and status changes—on the rate of faculty retention, taking into account the age of the faculty, budget and size constraints, and environmental influences; and for use in establishing hiring policies. Purpose: To assist decisionmakers to make rational choices in personnel policy. 1970–1972.

GROSS, ANDREW G. see Archibald D. Boyd, 120.

GROSS, EDWARD and JAMES C. McCANN Professors, Department of Sociology, University of Washington. Seattle, Washington 98105. (206) 543-5882.

393 *The Careers of University Administrators*

Data on backgrounds and work careers of approximately 8000 university administrators in approximately 80 universities have been gathered. Purpose: The relative ability of background and career variables to distinguish among and between the various levels of administrators and a ten percent sample of faculty from these same universities is being determined by multivariate analysis and the discriminant function. July 1970–December 1972.

Report planned, 1973.
Russell Sage Foundation.

GROSS, EDWARD Professor, Department of Sociology, University of Washington. Seattle, Washington 98105, (206) 543-5882 and **PAUL V. GRAMBSCH** Professor, School of Business Administration, University of Minnesota. Minneapolis, Minnesota 55455.

394 *Changes in University Goals from 1964-71*

A replication of a study of university goals made in 1964. Purpose: To see if they have changed under the impact of the major protests of the last seven years. The sample includes approximately 8000 administrators from 80 universities and a 10 percent sample of faculty from the 80 universities. June 1971–December 1972.

Report planned, 1973.
Ford Foundation.

GROVES, W.E. see Peter H. Rossi, 858.

GULKO, WARREN W. Director, Development and Applications Unit, National Center for Higher Education Management Systems at WICHE. P.O. Drawer P, Boulder, Colorado 80302. (303) 449-3333.

395 *Program Classification Structure*

The development of program budgeting in higher education must be preceded by identification of the various programs of institutions, and the development of analytical models of higher education can best be achieved by the use of a common prototype structure. The Program Classification Structure document when completed will describe a standard taxonomy of higher education activities (suh as primary and support programs, including instruction, organized research, student service, etc., divided into subprograms, program categories, sectors, and subsectors). Purpose: By providing a systematic classification of programs based on a hierarchical arrangement of all the activities within a college or university, it will supplement traditional accounting structures, serve as a vehicle for nation-wide data exchange and reporting among institutions, assist in program budgeting, and provide a framework for the development of generalized analytical models. 1969–ongoing.

Program Classification Structure: Preliminary Edition (Technical Report 13) June 1970, is available from NCHEMS at WICHE for $3. Publication of the first edition of the *Program Classification Structure* and the preliminary edition of the accompanying manual is scheduled for 1971-72.

U.S. Office of Education, Division of Higher Education Research, National Center for Educational Research and Development.

396 *Instructional Costs Information Exchange*

This project is defining the components of instructional costs and describing a methodology for determining costs of instruction and directly related data for discipline by course level, student field of study by student level, and degree-winner by field of study. It will describe procedures for exchanging instructional cost information between institutions, and identify under what conditions there would be a valid exchange of data between institutions of varying mission and scope. Purpose: To aid the comparison of instructional costs and other directly related data from institutions of higher education. Ongoing.

A manual is planned incorporating methodologies for determining costs, procedures for exchanging information, and a description of any associated computer software.

U.S. Office of Education, National Center for Educational Research and Development, Division of Higher Education Research.

397 *Student Flow Models*

Student flow models are an integral part of analytical models used to estimate future resource requirements in higher education, and assist enrollment planning, planning to change the compositions of an institution's student body, and manpower planning intended to provide society with trained manpower of a selected type. Purpose: This project seeks to develop three analytical models that will predict student enrollment and simulate student progression through postsecondary education: 1. at an individual institution; 2. within a state system of higher education; and 3. on a national level. Each of the three models will consist of two basic subsystems: a structural characteristics model and a student characteristics model. In addition, a manual will be developed to describe analytical methods for investigating a variety of student flow problems. The first of the three models—an institutional enrollment prediction model (SFM-I)—will be pilot tested in 1972 and a user's manual prepared. Work will begin on SFM-II, the state system model. Ongoing.

Student Flow Models, A Review and Conceptualization (Preliminary Field Review Edition, Technical Report No. 25) available from NCHEMS at WICHE for $1.

U.S. Office of Education, Center for Educational Research and Development, Division of Higher Education Research.

398 Listing Renumbered.

GUNNE, MANUEL G. Counselor and Research Director, Educational Opportunity Program and **KENNETH P. MORTIMER** Assistant Professor, Department of Higher Education, 4 Willard Building, The Pennsylvania State University. University Park, Pennsylvania 16802. (814) 865-8367.

399 *The Distribution of Authority and the Patterns of Governance in a Sample of Community and State Colleges in Pennsylvania*

Approximately 120 interviews are being conducted with faculty and administrators in three state colleges and three community colleges in Pennsylvania and the relevant documents of each institution are being analyzed. Purpose: To report the distribution of authority and influence between their faculty and administrators. April 1971–Spring 1972.

Doctoral dissertation. The findings will be integrated with other projects and published in monograph form by the Center for the Study of Higher Education, The Pennsylvania State University.

Center for the Study of Higher Education, Pennsylvania State University.

GURIN, ARNOLD see Everett C. Hughes, 479.

GURIN, PATRICIA Institute for Social Research, The University of Michigan, Ann Arbor. Michigan 48106 and **EDGAR G. EPPS** Department of Education, University of Chicago. Chicago, Illinois 60637.

400 *Achievement, Identity, and Black Consciousness*

A study of the effects of family and social backgrounds, individual motivation, and college experiences on the academic and occupational achievement goals, and the racial consciousness and identity of students in ten predominantly Negro colleges in the South. Data were obtained by a survey of all students in 1964 and follow-up surveys of several freshman and senior classes; a longitudinal study of one year's freshmen through their senior year; and in-depth interviews with 600 students from three of the colleges. The report will include a special examination of those students who felt the goals of academic and occupational achievement on the one hand and those of racial identity and commitment on the other are mutually exclusive in contrast with other students who felt they are compatible. Purpose: Recommendations are made regarding educational programs to serve the needs of Black students in ways that will increase both self-confidence and social commitment—achievement as well as identity. 1964–1971.

Book to be published by John Wiley & Sons late in 1972 or 1973.

HAGGSTROM, GUS W. Assistant Professor, Department of Statistics, University of California, Berkeley. Berkeley, California 94720. (415) 642-2208.

401 · *Statistics of Higher Education in the United States*

An analysis of trends in enrollments, retention rates, degree production, and numbers of faculty in higher education, and their relationships with the draft, GI Bills, the junior college movement, increasing holding power of the high schools, and economic conditions. Purposes: To provide better knowledge of the flow of students through secondary and higher education and to understand better the extent by which various factors affect this flow, so as better to predict future enrollments, degree production, demand for faculty, and costs. 1948–ongoing.

Two unpublished working papers are available: "The Growth of Higher Education in the United States" and "The Growth of Graduate Education in the Post-Sputnik Era." A book planned.

Carnegie Commission on Higher Education.

HALEY, WILLIAM J. Assistant Professor of Agricultural Economics, Department of Agricultural Economics, Michigan State University. East Lansing, Michigan 48823. (517) 355-0134.

402 *The Accumulation of Human Capital over the Life Cycle*

A theoretical model is proposed which describes the economic decisionmaking process an individual goes through in determining his investment program through such specific activities as formal education and on-the-job training over the life cycle. In addition to the usual economic parameters, the academic ability of the individual as well as his family background or environment are found to be important determinants of the investment program. Empirical testing of the model is then carried out from a variety of viewpoints. Purpose: To provide another structural model within which the general proposition that investment in formal and informal schooling is, in part, an economic decision, can be subjected to empirical testing. September 1970–ongoing.

Human Capital Accumulation over the Life Cycle, Ph.D. thesis, Department of Economics, North Carolina State University, Raleigh, 1971, and paper presented to the 1971 meetings of the Econometric Society in New Orleans, Louisiana. Three journal articles are planned.

National Science Foundation and U.S. Office of Education.

HALLENBECK, EDWIN F. Research Coordinator and **SAMUEL BASKIN** Director, University Without Walls Program, Union for Experimenting Colleges and Universities, Antioch College. Yellow Springs, Ohio 45387. (513) 767-7331.

403 *University Without Walls Evaluation*

Evaluation of student learning in the University Without Walls Program. Each unit of the UWW is examining its own students, their backgrounds, their learning goals and life goals, their learning plans and experiences, their relationship to their advisor or "learning facilitator," their progress and accomplishment of goals, and the effectiveness of the advisor and other adjunct faculty. Central stimulus, assistance, and coordination are provided by the Research Coordinator and Director of the Program, who are responsible for overall assessment of the operation of the University Without Walls. Purpose: To assist in increasing the Program's effectiveness. 1971–ongoing.

Summary report planned, 1974.

U.S. Office of Education.

HALLER, ARCHIBALD O. Professor and Chairman, Department of Rural Sociology, Rural Sociological Research Laboratory. 617 WARF Office Building, 610 Walnut Street, Madison, Wisconsin 53706. (608) 263-2980.

404 *Social Factors in Status Attainment*

A field experimental project to learn how to change educational and occupational orientations of high school youth by changing the expectation levels their significant others hold for them, and by changing the composition of their network of significant others. Successive waves of data will be gathered to identify students' significant others and to measure changes in their expectations and orientation under various experimental conditions. Purposes: to provide basic information that will in the future permit scientific and ethical tests of hypotheses about the consequences of variations in significant other influence, especially as applied to status attainment. July 1971–June 1974.

Articles in behavioral science journals planned.

University of Wisconsin College of

Agricultural and Life Sciences and the Lyle Spencer Foundation. Overall cost: approximately $45,000.

405 *Achievement in the Early Years of the Work Career*

This project will examine the processes of educational, occupational, and economic status attainment in a telephone interview and mail questionnaire follow-up of an age cohort of Michigan high school graduates who were 17 years old in 1957. It aims to enlarge the understanding of such relationships as those between: 1. the timing and spacing of posthigh school education vis-a-vis marriage and family formation; 2. educational attainment and socioeconomic mobility; 3. marital stability or disruption and labor force career attainments; and 4. personality orientations toward achievement as measured in both late adolescence and adulthood, and actual attainment in formal schooling and in the labor force. The 1957 data include measurements of personality, work-related values, levels of aspiration, socioeconomic status, and other pertinent sociological data. Multivariate analyses will be used to construct causal models of the process of status attainment over the 13-year period. Purpose: To test and extend a sociological and social psychological model of the status attainment process and understand better the determinants and consequences of posthigh school education as well as its extent, timing, and spacing in the life cycle. June 1971–January 1974.

Articles in appropriate behavioral science journals planned.

National Science Foundation.

Factors in Educational Aspiration and Achievement see William H. Sewell, 901.

HAMBLEN, J. W. Southern Regional Education Board. 130 Sixth Street, N.W., Atlanta, Georgia 30313. (404) 875-9211.

406 *Ways of Supplying Computer Facilities to Small Colleges for Instructional Uses*

Case studies on computer costs and utilization at 20 colleges in the Southeast. Purpose: To produce guidelines for small colleges which desire computer instruction but require assistance in how to proceed and which of several alternative computing modes to select. November 1971.

Final summary report, March 1972; mimeographed copy on request.

National Science Foundation.

407 *Utilizing Mini-Computer Facilities for Instructional Purposes*

Ten institutions, widely separated geographically, are involved in a three-year experimental evaluation. The Southern Regional Education Board is providing technical consultation on equipment selection and systems development and reporting major findings of the experiment annually. August 1970–1973.

First progress report, February 1972, mimeographed; available on request.

National Science Foundation, $15,800.

HAMMES, RICHARD R. Coordinator of Educational Research and Associate Professor of Education, University of Wisconsin. Oshkosh, Wisconsin 54901. (414) 235-6220, ext. 782.

408 *Teaching-Learning Clinic*

Using the Fundamental Interpersonal Relationship Orientation Behavior (FIRO/B) and the Values to Education (VAL-ED) tests developed by William Shutz, the Minnesota Teacher Attitude Inventory, and an adaptation of the Teachability Scale, a new format for training teachers based on group process and small-group interaction is being evaluated and developed. The study investigates possible correlations within the instruments and also how the self-awareness orientation of the clinic affects attitude and behavior. The groups are voluntary, but selective due to over-enrollment. A control phase, which would randomly place volunteers for the clinical situations into a traditional situation, is planned. Purpose: To identify positive teaching behavior by providing teaching experience and immediate video-tape feedback. September 1970–ongoing.

Attrition Reduction through Professional Development Seminars see David L. Bowman, 118.

HANEY, P. E., and K. W. COULL Institutional Research and Planning. 111 University Hall, University of Alberta. Edmonton, Alberta. (403) 432-5295.

409 *Enrollment Projections, University of Alberta*

First-year totals are being obtained by exponential smoothing (Winters); upper-level undergraduates are run out by means of historical retention rates, given first year; and graduate totals, by exponential smoothing. Purpose: To project enrollments at the University of Alberta to 1980-81. Ongoing.

HANKINS, RUSSELL L. Instructor College of Education, 206 Burton, University of Minnesota. Minneapolis, Minnesota 55455. (612) 373-2257.

410 *Control Theory and the Policy Structure of Higher Education*

An analysis of the potential for management of the flow of human resources through undergraduate teacher-training programs in Minnesota. Human resource supply and demand projections will be developed through use of a Dynamo dynamic simulation model. Control theory will be applied to the output to determine the system's sensitivity to various structural changes and information networks. Purpose: To assist administrators in viewing teacher preparations and utilization as a coherent and manageable system. September 1971–June 1972.

Ph.D. dissertation, University of Minnesota, planned.

HANLE, ROBERT V. Assistant to the President, Elizabethtown College. Elizabethtown, Pennsylvania 17022. (717) 367-1151, ext. 225.

411 *The German Baptist Brethren in Higher Education in the Latter Half of the Nineteenth Century*

An examination of all diaries, correspondence, trustee minutes, and church board meeting minutes, relating to the struggle to establish German Baptist Brethren educational institutions of the nineteenth century. Publications of the Church will be examined for editorial comment, articles, and letters from readers relating to the issue of higher education. Purpose: To provide insight into the causes for German Pietist participation in higher education during the nineteenth century, and into the development of denominational higher education. June 1971–August 1972.

Articles in scholarly educational journals planned.

HANSEN, DUNCAN N. Director, Center for Computer-Assisted Instruction, Division of Instructional Research and Service, Tully Building, The Florida State University. Tallahassee, Florida 32306.

412 *Research and Development of Computer-assisted Instruction*

Continuing its activities begun in 1968 with an Office of Naval Research award, the Computer-assisted Instruction Center has interrelated projects underway on learning strategies, training strategies, validation strategies, and computer systems strategies. Among its current projects are an on-line computer-managed introduction to indexing, CAI in chemistry for high school students, a sequential in-basket exercise, development of the Automated Slosson Individual Intelligence Test, CAI in ROTC, physics laboratory, psychology instruction, and health education. Purpose: Its research and services concentrate on offering the best instruction possible at Florida State. 1968–ongoing.

List of publications and projects available in *Annual Progress Report*.

HANSEN, W. LEE Professor of Economics and of Educational Policy Studies; and Research Associate, Institute for Research on Poverty, Department of Economics, University of Wisconsin. Madison, Wisconsin 53706. (608) 263-2326.

413 *Economics and Financing of Higher Education*

An examination of the impact of alternative financing schemes for higher education at both the state and national levels using available data from state and national sources. Purpose: To consider aspects of efficiency and equity for distributional effects of different methods and the long-run impact on people, such as opportunities open to them and their lifetime income. 1967–ongoing.

"Financing Higher Education," Mel Orwig (Ed.), ACT monograph, 1971; "Income Redistribution Effects of Higher Education," *American Economic Review*, May 1970; W. Lee Hansen and Burton A. Weisbrod, *Benefits, Cost, and Finance of Public Higher Education*, 1969; "The Distributional Effects of Public Higher Education in California: Reply," *Journal of Human Resources*, 3 (Summer 1971). Planned: "Equity in Higher Education Finance," *Journal of Political Economy*, (1972); Hansen and David Witner, *Economic Benefits of Universal Higher Education*, American Council on Education (forthcoming).

Institute for Research on Poverty and Ford Foundation.

HANSON, GARY see Nancy Cole, 211, and Dale Prediger, 813.

HARRIS, ROBIN S. Higher Education Group, University of Toronto. Toronto, Ontario. (416) 928-7279.

414 *History of the University of Toronto*

To mark the 150th anniversary of the granting of the University's charter, detailed information about all aspects of the University's development since 1827 are being collected. Purpose: Publication of a number of volumes dealing in various ways with the historical development of the University and its component elements. July 1971–December 1977.

Volumes to be published by University of Toronto Press.

HARRIS, SEYMOUR E. Professor of Economics and Medical Economics, Department of Economics, University of California, San Diego. La Jolla, California 92037. (714) 435-2000.

415 *Statistics for Higher Education*

A comprehensive compilation of historical and current statistical data on higher education. 1967–May 1972.

A Statistical Portrait of Higher Education, in press (May 1972).

Carnegie Commission on Higher Education.

HARTLINE, JESSIE C. Assistant Professor of Economics and Associate Dean for Instruction, New Jersey Hall, Rutgers University College, Rutgers, The State University. New Brunswick, New Jersey 08903. (201) 247-1766, ext. 6936.

416 *Guaranteed Student Loans*

A study has been completed of a sample of 205 students who, to attend college, had borrowed money in 1965-66 from a New York City bank when few restrictions had been placed on student loans. Data were gathered on family backgrounds, economic status, and contribution to college expenses, along with academic records. State-wide data may be collected eventually. Purpose: To determine whether the Guaranteed Student Loan program is meeting the needs of middle-class families with several children who require assistance in financing continued education. 1968–ongoing.

Article to appear in *College and University*, with a more detailed report using regression analysis to appear in an economics journal.

Bureau of Economic Research, Rutgers, and Rutgers Research Council.

HARTNETT, RODNEY T. Research Psychologist, Educational Testing Service. Princeton, New Jersey 08540. (609) 921-9000.

417 *Student Preferences for Academic Styles*

"Academic styles" refers to student preferences for essay or objective examinations, highly organized classes or independent reading and research, lectures or class discussions, and other instructional variables. Data were based on responses of a large sample of college students from 30 diverse colleges and universities. Purpose: This study examined the changes that take place in students' preferences regarding academic styles as they proceed through college, and related these changes to academic aptitude and self-reports of academic achievement. To December 1971.

Report planned.

College Entrance Examination Board.

HARTNETT, RODNEY T., and JOHN A. CENTRA Education Testing Service. Princeton, New Jersey 08540. (609) 921-9000.

418 *Faculty Perceptions of the Academic Environment*

Examination of the complex nature of faculty perceptions of the academic environment and the relation of these perceptions to organizational theory. Faculty profiles from Institutional Functioning Inventory were compared with those of students and administrators on the same campuses, and data were analyzed by various independent variables, such as academic rank, major field, and teaching load. To December 1971.

HARTNETT, RODNEY T., KENNETH WILSON, and NANCY BECK Education Testing Service. Princeton, New Jersey 08540. (609) 921-9000.

419 *Institutional Barriers to the Participation of Women in Postsecondary Education*

This survey will focus on admissions

practices, financial aid, the curriculum, and student life. Purpose: To learn what institutional barriers exist, if any, to the participation of women in postsecondary education. The data will be gathered from institutions by means of mailed questionnaires and will include liberal arts colleges, large multiuniversities, professional schools, junior colleges, graduate schools and proprietary institutions. To early 1972.

U.S. Office of Education.

HARVEY, JAMES Research Associate, ERIC Clearinghouse on Higher Education. Suite 630, One Dupont Circle, Washington, D.C. 20036. (202) 296-2597.

420 *Minority Students in Professional and Graduate Schools Compendium on Nontraditional Study*

Summaries of developments, trends, and research in these areas to be published as reports by the ERIC Clearinghouse on Higher Education in March and June 1972.

HARVEY, JOHN G. see Douglas R. Forbes, 344.

HARVEY, LORNA see Donald W. Light, Jr., 605.

HASSENGER, ROBERT Associate Professor of Sociology, Kalamazoo College. Kalamazoo, Michigan 49001. (616) 343-1551, ext. 230.

421 *The Shape of Catholic Higher Education*

An updating of a book by this title, published in 1967 by the University of Chicago Press. Purpose: The 1972 volume will be a compendium of research on Catholic higher education by the author and colleagues. It will include a statistical portrait of Catholic higher education; a portrait of twenty Catholic institutions and their students on the bases of standardized questionnaire data; the religious, moral, intellectual, and aesthetic values of selected Catholic colleges; data on faculty, administrators, and trustees and policy boards; and suggestions about possible future trends. 1968–1972.

Volume planned for 1972.

HAVEN, ELIZABETH W. Research Project Director, Division of Analytical Studies and Services and DWIGHT HORCH Assistant Program Director, College Scholarship Service, CEEB Programs; Educational Testing Service. Princeton, New Jersey 08540. (609) 921-9000.

422 *College Costs*

Questionnaires were mailed to approximately 8200 students. Expense and resource budget components were examined separately by students' domicile and race and an analysis was made of any effect of indebtedness on persistence in college and plans to attend graduate school. Special attention is focused on financial aid and how it is packaged. Purpose: To learn about their educational and vocational interests and aspirations, how they support themselves in college, and how much they spend during the academic year. April 1970–January 1972.

Offset report on letter-size paper, "How College Students Finance their Education: A National Survey of the Educational Interests, Aspirations, and Finances of College Sophomores in 1969-70."

College Entrance Examination Board and College Scholarship Service.

HAUSER, ROBERT M. see David L. Featherman, 317, and William H. Sewell, 901.

HAVIGHURST, ROBERT J. School of Education, University of Chicago. Chicago, Illinois 60637. (312) 955-3990.

423 *Survey of Optometric Education*

At the request of the American Optometric Association the National Commission on Accrediting is sponsoring this study of optometric education within the health professions. Purpose: To recommend improvements in optometric curricula and instruction, in AOA accrediting procedures, and in the development of the profession. September 1971–January 1973.

Interim report will be available June 1972. Final report will be published in 1973 by the National Commission on Accrediting, Suite 760, One Dupont Circle, Washington, D.C. 20036.

American Optometric Association grant to the National Commission on Accrediting.

HAYES, CHARLENE see Sidney Suslow, 978.

HAYMAN, R. W. Director, Computer Managed Learning System Laboratory, Room 300, Economics Building, Colorado State University. Fort Collins, Colorado 80521. (303) 491-5776.

424 *Computer Managed Learning: Advancement Toward a Stable Educational Technology*

Research and development of a computer-managed learning system in an attempt to develop a unique approach to an adaptive learning strategy and provide for more flexible man-machine communications requiring integration of random access audio/visual and video files. Prototype course materials in vector algebra have been developed for purposes of system evaluation. It is hoped that through analysis of student responses and behavior, insight may be gained into the learning process itself. Purpose: To do fundamental research into computer-assisted instruction and programs for CAI implementation. April 1969–ongoing.

Six program reports available upon request to the above address. Educational and computer journal articles planned.

The Control Data Corporation, $241,000; National Science Foundation, Office of Computing Activities, $109,800.

HAYNES, SOLON E. Chairman, Department of Secondary Education and **CHARLES E. COYNE** Dean, Division of Education and Psychology, 4525 Down Drive; Missouri Western College. St. Joseph, Missouri 64507. (816) 233-7192.

425 *Comparative Analyses of Teacher Education Programs*

A comparison of groups who went through two different teacher education programs: the Missouri Western Continuum, involving continuous and gradually increasing amounts of classroom experience for prospective teachers, versus a traditional program involving a series of preparation courses followed by a single practice teaching experience. Measures included: 1. student opinions regarding prestudent teaching professional preparation; 2. their attitudes concerning prestudent teaching professional laboratory experiences; 3. their reaction to student teaching; 4. their responses to written and videotaped classroom incidents; 5. evaluations of the student teachers by professional supervisors; and 6. assessment by professionally trained teachers of their student teaching performance on video-tape. Purpose: To determine the more effective training program. July 1970–June 1971.

"Accountability in Teacher Education" to appear in the *Bulletin of the National Association of Secondary School Principals.* Other journal articles planned.

U.S. Office of Education, National Center for Educational Research and Development.

HEAPES, JOHN H. see James W. Selgas, 896.

HEATH, DOUGLAS H. Professor, Psychology Department, Haverford College. Haverford, Pennsylvania 19041. (215) 688-7013.

426 *Development through the Twenties*

A longitudinal study of men who are now thirty-one and thirty-two years old and were first studied when freshmen and, later, seniors in college. As one part of the study determining psychological effects of principal determinants of growth through the twenties, data on the effects of graduate and professional schools are being analyzed. The study involves ten to twelve hours of intensive interviews, a range of tests, assessments from spouse, friends, and professional associates regarding their competence and health. Purpose: To determine principal types of growth experiences during the twenties, their determinants, and college predictors of subsequent competence and health. September 1969–June 1972.

Publications not available until several years later. Some copies of progress report on first of three different groups of men available. Book planned.

National Institute of Mental Health and Stone Foundation.

HEIM, PEGGY Office of the Provost, Bucknell University. Lewisburg, Pennsylvania 17837. (717) 524-3350.

427 *The Long-Run Cost Impact of Alternative Faculty Structures and Their Implications for Appointment–Promotion-and-Tenure Policy*

Assuming the desirability of certain structural types over other more costly alternatives, what are the implications of these types for appointment-promotion-and-tenure policy of the institution in question, and for higher education generally? What problems are involved in the implementation of such a policy? Purpose: To analyze the effect of alternative faculty structures upon instructional costs in moderate-sized private institutions, with various assumptions concerning salary levels and rates of salary increase. To June 1972.

HEINKEL, OTTO A. Director of Research, San Diego Community Colleges. 835 Twelfth Avenue, San Diego, California 92101. (714) 236-1331, ext. 215.

428 *Training in Management and Information Systems for Vocational Education in California Community Colleges*

Participants, through direct experiences and individualized consultation, in eight two-day sessions during the 1971-72 year, will develop pertinent skills in conducting projects for their colleges or districts. Consultants will discuss system analysis, design, and development; evaluation; project management; information systems; and will assist each participant individually toward successful conduct of his college's project. Purpose: To develop and field-test a model for a future continuing program that will offer leaders in vocational education opportunities to receive and apply training in management systems and procedures. July 1971–July 1972.

An offset report on letter-size paper.

Vocational Education Act, $66,000.

429 *Evaluation Model Development for Marine Technology Programs*

Model to be field-tested in San Diego District, for eventual application on statewide community college basis. Instruments are being developed to assess skills and knowledge needed by marine workers and technicians, as perceived by employers and educators. Matches and mismatches will be identified and analyzed, as well as industry manpower demands and output of graduates. Purpose: This evaluation addresses itself to the current moratorium on marine technology programs in California community colleges, but will have generic applicability to other curricular offerings and will provide the basis for a comprehensive marine institute design. July 1971–July 1972.

An offset report on letter-size paper planned.

Vocational Education Act, $50,000.

HEIS, GEORGE D. see Edward J. Ambry, 20.

HEIST, PAUL Director, Project for Research in Undergraduate Education, 2600 Dwight Way, University of California, Berkeley, Berkeley, California 94720. (415) 642-4948.

430 *Surveys and Follow-up Studies of University of California Undergraduates over a Period of Several Years*

Surveys encompass the entering freshmen and transfer students at the time of entrance over a period of several years in the early 70s. Other student samples are being surveyed after having been enrolled for a quarter or more. Most follow-up activity is being done by interview and via institutional records. Purpose: To determine the expectations, aspirations, values and attitudes of the variety of persons matriculating at the University of California, Berkeley; and also to examine to what extent they are accommodated by and satisfied with the lower division curricular program. Fall 1969–Fall 1973.

A series of reports and papers has been initiated. Further papers and a monograph planned.

Educational Development Fund–a local fund from contributions of local industrialists.

HENDERSON, ALGO D. and JEAN G. HENDERSON Co-Directors, The Liberated Woman in College, Center for Research and Development in Higher Education, 2150 Shattuck Avenue, University of California, Berkeley, Berkeley, California 94704. (415) 642-0669.

431 *The Liberated Woman in College*

A study of ten problem areas affecting women in college: choosing a college and financing attendance, parental ties and influences, social and environmental problems, drugs, sex, psychological disturbances, political-social activism, career choices and opportunities, discriminations and dilemmas, and academic choices. Data comes from literature review, in-depth interviews with women students and some parents, and analysis of 1970-71 surveys of college-going students. Purpose: To gather information concerning the problems women encounter in college. May 1971–Summer 1972.

A book will be published, addressed to women students, but useful to counselors and parents.

HENDERSON, DAVID Associate Professor of Mathematics, 214 White Hall, cornell University, Ithaca, New York 14850. (607) 256-3523.

432 *An Exam-tutorial System in Introductory Calculus*

Students take exams on each of the five parts of the course when they feel prepared. The primary feature is a one-to-one grading session between a tutor and a student, immediately after he has taken an exam. If he fails, he is given recommendations for study and takes a different, but equivalent, examination when he feels prepared. If a student receives a high passing grade of 80 percent and shows some understanding of each important topic, he then goes on to study the next section. Students evaluate the course at its completion. Purpose: To make examinations a more integral part of the learning experience and to provide immediate individual instruction to students during the grading session. September 1971–June 1972.

Final evaluation report, summer 1972.

Center for Improvement of Undergraduate Education, Cornell University.

HENDERSON, GEORGE A. Assistant Professor, Faculty of Physics, Southern Illinois University. Edwardsville, Illinois 62025. (618) 692-2519.

433 *Use of Computers in an Undergraduate Physics Curriculum*

Physics students at Southern Illinois University currently use computers to do homework problems, but computer-oriented programs are being developed for laboratory use and experiments devised that are especially suited to computers. They will be evaluated by interviews with students and by questionnaire. Purpose: To put computers to work in the undergraduate physics curriculum, apart from computer-assisted instruction, and to increase student learning and enthusiasm. Spring 1970–ongoing.

Materials may be prepared for a conference proceeding or a professional journal.

HENDERSON, JEAN G. see Algo D. Henderson, 431.

HENDRICKS, GLENN L. Assistant Professor, Student Life Studies, 328 Walter Library, University of Minnesota. Minneapolis, Minnesota 55455. (612) 373-4862.

434 *The Search for Transcendentalism among College Students*

A social-anthropological investigation of the various manifestations of reawakened interest in the transcendental experience, ranging from the Jesus Movement to Scientology. Through participant observation, extended life histories, and utilization of extant data available on students at the University of Minnesota, description and interpretation from a sociological perspective will be drawn. Purpose: To develop a description and conceptual rationale for varieties of transcendental experiences, which currently manifest themselves among youth; and to provide the University administration with information for decisions concerning relationships with formal and informal campus religious organizations. August 1971–December 1972.

"The Jesus Movement on a Secular Campus," *Journal of Counseling and Values* (in press).

435 *An Experimental College: A Case Study*

A longitudinal study of the social processes involved in the development and institutionalization of an experimental college unit at the University of Minnesota. Part of the design of the college was to incorporate an evaluation unit with the investigator as chairman, and to use a participant observer for accumulating and recording various data useful for both description and evaluation. Purpose: Special emphasis is given to the description of the "operationalizing" value systems currently held by large segments of youth. September 1970–1975.

"Parental Interviews of Experimental College Student," *Research Bulletins of the Office of Student Affairs*

HENLEIN, GEORGE A. Director of Institutional Research, Ohio Northern University. Ada, Ohio 45810. (419) 634-3015.

436 *Faculty Attitudes in Catholic Higher Education towards Professional Ideological Values and the Identity of the Catholic College*

A survey of faculty in 16 midwestern Catholic colleges and universities. Purpose: To articulate ideological norms and values of academic professionalism in light of the identity crisis in Catholic higher education. 1971.

Ph.D. dissertation, The University of Michigan.

HENRY, MILDRED Project Director, Center for Research and Development in Higher Education, University of California, Berkeley. 2150 Shattuck Avenue, Berkeley, California 94704. (415) 642-5120.

437 *Differential Education and Student Development of Exceptional and Creative Students*

A longitudinal study of students in five experimental colleges. Freshmen were administered the Omnibus Personality Inventory and a questionnaire in the fall of 1966, and the OPI and a senior questionnaire were administered in the spring of 1970. In addition, a sample of students was interviewed, and completed other instruments during their college career. Purpose: To assess the development of talented youth, and to determine how well experimental colleges nurture the potential of an identified sample of exceptional youth. 1966–1972.

Final report to be published by the Center for Research and Development in Higher Education and a possible book planned.

U.S. Office of Education.

HENSCHKE, JOHN A. Area Continuing Adult Education Programmer, University of Missouri Extension. Nodaway County Extension Center, 112 West Third Street, Maryville, Missouri 64468. (816) 582-8101.

438 *Malcolm S. Knowles: His Contributions to the Theory and Practice of Adult Education*

A contemporary preliminary assessment of one leader's contributions to the field of adult education. Letters with a questionnaire were mailed in February 1970 to 150 adult educators–professors, associates and former students–requesting information and views of Knowles' work in adult education. Interviews were gained with leading adult educators and documents are being consulted. Purpose: To assist other scholars and provide information about one outstanding adult educator. December 1968–May 1972.

Ed.D. dissertation, Boston University, planned.

HERBST, JURGEN E. Professor of Educational Policy Studies and History, Department of Educational Policy Studies, School of Education, The University of Wisconsin. Madison, Wisconsin 53706. (608) 262-1760.

439 *The Legal Status and Governmental Arrangements of American Universities and Colleges in the Colonial and Early National Period*

The study will examine three related but separable issues: 1. the foundations in law of American colonial colleges, by an analysis of English, Scottish, and other European models, the debates over the nature of a college in the early histories of Harvard, William and Mary, and Yale, and the subsequent evolution of legal and educational thought to its climax in the 1819 Dartmouth College Case; 2. the social changes that occurred among the college student population, and their reflection in governmental and disciplinary arrangements of the colleges, by relating changes in social class and age composition of the student body to university purpose and function; 3. expansion of the academic function from the inheritance and transmission of knowledge to experimentation, discovery, and invention. In considering these governmental, demographic, and academic matters, the study will focus on the institution's legal status. Purpose: To meet the lack of a history of the American university as a legal entity and examine its evolving legal definition to give perspective on the variety of claims and charges concerning its nature, purpose, and function. 1971–1973.

HERNDON, CHUCK Director of Placement and Financial Aid, College of Marin. Kentfield, California 94904. (415) 454-3962.

440 *Comparative Perceptions of Students, Financial Aid Administrators, and Presidents Regarding the Competencies Required of Community College Financial Aid Administrators*

A survey of student-aid recipients, financial aid administrators, and presidents of 54 California community colleges to determine their views of the relative importance of 121 selected competencies to the adequate functioning of financial aid administrators, using a five-point Likert-type scale of (1) absolutely unnecessary to (5) absolutely necessary. Purpose: To provide data for the development of a comprehensive training program for personnel desiring to enter the profession. January 1971–January 1972.

Duplicated report.

HEWITT, RAYMOND G. Director of Research, New England Board of Higher Education. 20 Walnut Street, Wellesley, Massachusetts 02181. (617) 235-8071.

441 *Education in Veterinary Medicine in the United States with Particular Reference to the Need for a College of Veterinary Medicine in New England*

To obtain national perspective on veterinary medical education for planning in New England, data have been gathered regarding national supply and demand for veterinarians, existing training facilities and their capacity, migration patterns of students to the existing 18 colleges, and regional or interstate agreements regarding admission to these colleges. A second study is examining the costs and benefits of alternative sites in New England for a college of veterinary medicine to serve the six-state region, and devising alternative formulas for its joint funding by the states. Purpose: Ultimately, to found, construct, and operate a veterinary medical facility on a truly regional basis. 1971.

"Needed: A College of Veterinary Medicine in New England." Report available early 1972.

New England Board of Higher Education and state veterinary medical associations in New England.

HIGGINS, A. STEPHEN Associate Professor of Higher Education, College of Education, Oklahoma State University. Stillwater, Oklahoma 74074. (405) 372-6211, ext. 6202.

442 *Supply and Demand of Education Doctorates*

Overproduction appears likely for doctorates for schools of education. Using 1963-1970 trend data and the Cartter-Farrell enrollment and faculty estimates through 1980, estimates are reached of a demand for 1500 such doctorates annually during the 1970s, and a potential oversupply of from two to three times this number. Purpose: Analysis of unpublished data from the Office of Education and the National Research Council's Office of Scientific Personnel will permit more refined projections within education specialties, such as educational administration and home economics education; and a national manpower study of doctoral supply and demand in each of these areas of concentration within education will be conducted. 1970–1972.

"Quantity and Quality of Doctoral Overproduction," *Educational Record*, 52:3 (Summer 1971); "The Supply and Demand of Education Doctorates," *Phi Delta Kappan*, (May 1972). Additional articles planned.

HIGGINS, E. EUGENE Survey Sponsor, Business Operations Section, Higher Education Surveys Branch, National Center for Educational Statistics, Room 2136, U.S. Office of Education. 400 Maryland Avenue S.W., Washington, D.C. 20202. (202) 962-7301.

443 *Inventory of College and University Physical Facilities (September 30, 1971)*

Annual survey (OE Number 2300-7) within HEGIS VI of all institutions of higher education eligible for listing in *Education Directory: Higher Education*. Covers assignable space by type of room and organizational unit as of September 30, 1971. Not covered this year are classifications of space by subject fields, and capacity and occupancy of institutionally owned or operated housing. Purpose: To collect data on college and university physical facilities. Mailed Summer 1971–due back November 1971.

Publication planned.

HILTON, THOMAS L. Director, Developmental Research Division, Educational Testing Service. Princeton, New Jersey 08540. (609) 921-9000, ext. 2784.

444 *Academic Growth and Prediction (The Growth Study)*

A longitudinal study of 30,000 United States public and private school students who were first tested in 1961 with a comprehensive battery of cognitive measures and a long biographical questionnaire. The original seventh graders graduated from high school in June of 1967 and were followed into college or work. Purpose: To trace their academic development and to investigate the antecedents and correlates of this development. September 1961–indefinite.

Approximately 25 journal articles and two bound reports have been published. An annotated bibliography of research reports resulting from the study is available from Dr. Hilton. A book summarizing results is in progress.

Educational Testing Service, College Entrance Examination Board, and Bureau of Research, U.S. Office of Education. Approximately $1,000,000.

445 *Education After High School in 1961 and 1967*

Data obtained in 1967 about post high school (PHS) education from 7500 students as part of ETS's Growth Study were compared with similar data collected from 45,000 Project Talent students in 1961. The subjects were divided into four ability groups and then subdivided into four socioeconomic status groups. Purpose: To compare PHS education and occupation for nationwide samples that graduated in 1967 and 1961. September 1970–February 1972.

ETS Research Bulletin, March 1972; journal article planned.

HINTON, JOHN R. Dean, Admissions and Records, Cabrillo College. 6500 Soquel Drive, Aptos, California 95003. (408) 475-6000.

446 *Efficiency and Effectiveness of Audio-Tutorial Instruction in United States History*

Two comparisons of student learning in a history course: 1. conventional versus audio-tutorial instruction; and 2. audio-tutorial with visual components versus audio-tutorial without visuals. Purpose: To determine the instructional value of audio-tutorial instruction in history teaching. September 1971–June 1972.

"Audio-Tutorial Practices in California Community Colleges," ERIC ED 042 452. Dissertation, *Audio-Tutorial Method and Its Application in California Community Colleges*, University of California, Berkeley, planned.

HISERT, GERALD Associate Professor, State University of New York at Cobleskill. Main Street, Cobleskill, New York 12043. (518) 234-5416.

447 *Suggestions to the Individual Units of the State University of New York for Improving the Preparation of Community College Teachers for New York State*

Questionnaires were mailed in June and September 1971 asking selected administrators and faculty members in New York state community colleges to indicate how effectively universities and colleges are preparing community college faculty to teach. The questionnaire included a list of desirable competencies regardless of the faculty member's field of specialization. Purpose: To determine areas of preparation that need improvement, and to indicate differences in opinion between faculty and administrative personnel. January 1971–June 1972.

Dissertation planned.

HITCHCOCK, ARTHUR A. Chairman, Guidance and Personnel Services, State University of New York at Albany. 1400 Washington Avenue, Albany, New York 12203. (518) 457-8214.

448 *The Puerto Rican Child*

This investigation is related to, and utilizes studies that are in progress or will be activated in, the U.S. Office of Education study under Title VII (ESEA), Bi-Lingual Education. Data from the Bureau of the Census, Commonwealth Department of Education, Planning Board, and Department of Social Welfare, and schools in New York, Newark, Hoboken, Chicago, and three cities in Connecticut will be utilized. Purpose: To interpret the Puerto Rican child in his totality and the educational and socialization milieu in which he functions. November 1970–March 1972.

Book to be published in 1972 or 1973.

College Entrance Examination Board and U.S. Office of Education.

HOBBS, WALTER C. Assistant Professor, Higher Education, 16 Foster Annex, State University of New York at Buffalo. Buffalo, New York 14214. (716) 831-4806.

449 *Academic Collages: Eclecticism in Faculty Philosophies of Higher Education*

Data have been collected from 135 faculty members at nine diverse institutions in New York state by means of a structured interview and questionnaire about faculty educational and professional backgrounds and professional practices, perspectives on university governance, the role of the institution in society, the learning process, and a number of current issues facing higher education. The sample was selected in such fashion that it would be most likely to include all possible philosophical positions held among faculty. The response set of each respondent is being compared to that of every other respondent, and the sets that are most similar grouped into distinctive clusters. Purpose: To conceptualize the philosophical positions that presently inform the attitudes and behavior of faculty in higher education. January 1970–ongoing.

Book planned.

HODGKINSON, HAROLD Project Director, Center for Research and Development in Higher Education, University of California, Berkeley. 2150 Shattuck Avenue, Berkeley, California 94704. (415) 642-5401.

450 *Developing Institutions*

A study of the impact of Title III of the Higher Education Act on the more than 600 institutions that have received support. Data sources include a questionnaire to all institutions, an in-house data file from 23 HEGIS variables, and a series of 50 case studies. Purpose: To supply information for Federal policy decisions. 1970–1972.

Report for U.S. Office of Education and a number of analytical papers planned.

U.S. Office of Education.

451 *Broadly-based Campus Senates*

A survey to find out how many institutions have unicameral senates and for how long, how many are considering their adoption, and what their impact has been on governance and communication. Some case studies will look at differences in effectiveness of the senate by institutional size and type. Purpose: To discover how such bodies originate and how they function, in order to provide advice to institutions considering them; and to assess the feasibility for multi-unit campuses of a combined council. November 1971–April 1973.

Interim report available by April 1972. Final report to U.S. Office of Education and analytical papers planned.

U.S. Office of Education.

HODGKINSON, HAROLD L. Project Director and **JOHN THELIN** Research Assistant, Center for Research and Development in Higher Education, University of California, Berkeley. 2150 Shattuck Avenue, Berkeley, California 94704.

452 *Applications and Uses of Unobtrusive Measures in Fields of Social Service*

A pilot study of the current uses of unobtrusive measures in several social service areas, including higher education, was designed to identify major trends in the employment of indirect signals and clues that provide information on the day-to-day practices of various professions and social service organizations. Purpose: A larger study has been designed to investigate and develop qualitative and nonreactive strategies as supplements to or replacements for conventional questionnaire surveys in social research. June-August 1971 for pilot study.

"Survey of the Applications and Uses of Unobtrusive Measures in the Fields of Social Service," duplicated report, August 15, 1971.

Kettering Foundation.

HOELCLE, LARENE NICHOLS Graduate Student, Department of Higher Education, State University of New York at Buffalo. 47 Old Lyme Road No. 3, Williamsville, New York 14221. (716) 688-6965.

453 *Academic Unionization and Higher Educational Philosophy: Toward an Understanding of Faculty Perspectives*

Using questionnaire data described above for Walter C. Hobbs, which include faculty views on unionism, statistical techniques will be used 1. to find philosophical patterns that emerge among faculty respondents in terms of their positions on academic unionism; 2. to discover whether views toward unionization are consistent with the philosophical patterns; and 3. to ascertain the relation of selected demographic variables with views on unionization. Purpose: To ascertain and explain faculty views on unionization within the context of overall faculty philosophies of higher education. Summer 1971–Summer 1972.

Ph.D. dissertation planned, State University of New York at Buffalo.

HOFELLER, MARGARET Project Director of New College-Center for the Study of Higher Education Research, New College of Hofstra University. Hempstead, New York 11550. (516) 560-3462.

454 *Undergraduate Grading Systems Throughout the United States*

A questionnaire was mailed in May 1971 to 688 graduate schools to determine their reactions to nontraditional undergraduate grading systems; a questionnaire is being sent to a sample of undergraduate colleges on the implications of nontraditional grading systems; and a compendium of theory and research information on grading is being developed. Purpose: To specify the nature and frequency of usage of given grading systems in colleges throughout the United States; and to examine the implications of widely-used grading systems, especially in terms of graduate school receptivity to nontraditional systems. Fall 1970–Fall 1972.

"A Survey of Graduate Schools' Attitudes toward Non-Traditional Grading Systems: A Preliminary Report," duplicated, October 1971. Additional reports and possibly offset booklet planned.

The International Business Machine Corporation.

HOFELLER, MARGARET A., Project Director and **MARINA L. DEAN** Research Associate, Center for the Study of Higher Education Research, New College of Hofstra University, Hempstead, New York 11550. (516) 560-3462.

455 *Student Attitudes toward the First Course at New College*

A questionnaire was administered to students present at the final examination. Purpose: To elicit their perceptions of and responses to characteristics of New College's first course deemed most salient to the overall curriculum. January–October 1971.

"Curricular Evaluation: Student Attitudes toward the First Course at New College, Fall, 1970," duplicated report, October 1971.

HOFFMAN, KAAREN I. see Stephen Abrahamson, 3.

HOLDEN, RICHARD R. Director, Division of Academic Facilities, United States Office of Education, 400 Maryland Avenue S.W., Washington, D.C. 20202 (202) 962-6618.

456 *An Estimate of Construction Needs of Higher Education by 1980*

From the Fall 1970 facilities inventory data and enrollment projections from each state, an estimate of needs through 1980 has been prepared. Purpose: To fulfill Section 501b of the Higher Education Facilities Act requiring an analysis of facilities needs within higher education. January 1971–January 1972.

Report by this title is available while the supply lasts, from the author.

HOLDERMAN, JAMES B. Executive Director, Illinois Board of Higher Education, 160 North La Salle Street, Chicago, Illinois 60601. (312) 793-3243 or 793-3246.

457 *Ongoing Review of Higher Education in Illinois*

Task forces composed of laymen and professional staff are charged with investigation, evaluation, and recommendation. Often research is conducted for these task forces. Among current or recent projects: 1. New Institution Feasibility Study, which estimated expected higher education supply and demand in Illinois over the next decade, studied alternative methods for accommodating excess demands, and determined that no new public senior institution be constructed; 2. Student Financial Aids Study; 3. Laboratory Schools Study; 4. Statewide Enrollment Projections (Student-Flow Model), completed early in 1972; 5. Master Plan, Phase III, recently adopted by the Board as a result of recommendations made by 30-35 study committees regarding a collegiate common market, enrollment planning maximums; teacher education enrollment freeze, training for social justice vocations, institutional scope and mission specifications; 6. a state learning resources network; and 7. statewide computer network and evaluation of priorities in graduate programs. Purpose: The Board will initiate applied research projects and more task forces to expand and implement the proposals of the Master Plan. Ongoing.

Published reports are available on request.

State appropriations and federal grants.

HOLMES, ROGER M. Assistant Director, The Foster Project, Department of Higher Education, Education Building, Indiana University, Bloomington, Indiana 47401.

458 *Influences of the 4-1-4 Plan on Curriculum and Administration*

Institutions with at least three years experience with the 4-1-4 calendar have been asked to complete a questionnaire on the curricular and administrative details of the January Term. 1972–ongoing.

HOMEYER, PAUL, Director, Statistics Research Division, Research Triangle Institute, Research Triangle Park, North Carolina 27709. (919) 549-8311.

459 *Designing a Long-Term Study of Student Progress from High School into Young Adulthood*

The Research Triangle Institute has designed an eight-year study in which high school seniors would be surveyed and then followed up in order to relate their school history and personal and social factors to their postsecondary education or other early adult behavior. The designing involved creation of four instruments—a student questionnaire, teacher and counselor questionnaire, school questionnaire, and a student school record information form; planning of samples, field methodologies, data storage and retrieval procedures, and data analysis; and field testing of the system on 720 students in 96 schools in ten states. Purpose: To design a longitudinal study which will provide data regarding the extent to which high school seniors are unable to realize their educational or vocational ambitions because of lack of funds, and that can assist the United States Office of Education to develop legislation and programs to aid students better to achieve their educational aspirations and capabilities. December 1970–February 1972.

Report submitted to the U.S. Office of Education. For information about the use of pre-test data, contact Elmer Collines, National Center for Educational Statistics, U.S. Office of Education, 400 Maryland Avenue S.W., Washington, D.C. 20202.

National Center for Educational Statistics, U.S. Office of Education.

HONE, A. Professor, Department of Metallurgical Engineering, Ecole Polytechnique. 2500 av. Marie Guyard, Montreal 250, Quebec. (514) 739-2451.

460 *Effective Teaching to Large Groups of Students*

Development of a course combining use of a programmed text and continuous evaluation. The programmed text contains an extensive array of exercises of behavioural performances based on information contained in a regular textbook accompanying the programmed text. Once a week students report for control of their progress and have the privilege of returning for a supplementary control in the event of any one control failure. During statutory hours of class meetings, the professor does not teach, but advises each student on how to overcome the difficulties encountered in using the programmed text. Purpose: To develop effective teaching methods for large groups of students. 1955–Spring 1972.

Miscellaneous periodicals and internal reports published.

Ecole Polytechnique.

HOOPER, MARY EVANS Survey Sponsor, Academic Operations Section, Higher Education Surveys Branch, National Center for Educational Statistics, Room 2136, Office of Education, 400 Maryland Avenue S.W., Washington, D.C. 20202. (202) 962-7301.

461 *Degrees and Other Formal Awards Conferred between July 1, 1970, and June 30, 1971*

Annual survey (OE Number 2300-2.1) within HEGIS VI, with separate parts for first-professional degrees requiring at least six years of college study (such as the M.D. or LL.B.); bacholor's, master's, and doctor's degrees; and associate in arts degrees and other formal awards. Data are requested on number of male and female recipients in each discipline division and specialty included in the *Taxonomy of Instructional Programs in Higher Education*. Purpose: To acquire and disseminate more meaningful statistical quantities on the operation of higher education, and to bring consistency and compatibility to data on higher education. Mailed Summer 1971–due back August 1971.

Publication planned.

462 *Students Enrolled for Advanced Degrees, Fall 1971*

Annual survey (OE Number 2300-2.5) within HEGIS VI. Data requested are numbers of full-time and part-time men and women who are enrolled for degrees beyond the baccalaureate, broken down into those who have completed less than a full year of required graduate study versus those who have completed one or more years, classified by each discipline division and specialty included in the *Taxonomy of Instructional Programs in Higher Education*. For each of 24 major fields of study or disciplinary division (such as Biological Sciences, Mathematics, or Foreign Languages), additional counts are requested for first-time graduate students never previously enrolled as candidates for degrees, and for doctoral candidates who have completed all requirements except the dissertation. Purpose: To acquire and disseminate more meaningful statistical quantities on the operation of higher education, and to bring consistency and compatability to data on higher education. Mailed Summer 1971–due back November 1971.

Publication planned.

HOPKINS, EVERETT H. President, National Laboratory on Higher Education. Mutual Plaza, Chapel Hill and Duke Streets, Durham, North Carolina 27701. (919) 688-8057.

463 *Administrative and Organizational Systems*

A review of the literature and National Laboratory on Higher Education findings of the various approaches towards administrative and organizational systems in higher education. Purpose: To alert working administrators to what is going on elsewhere and assist them to evaluate their own systems of management at a time when improved management practices are demanded in higher education. 1972.

A report published by the ERIC Clearinghouse on Higher Education, Suite 630, One Dupont Circle, Washington, D.C. 20036, February 1972.

ERIC Clearinghouse on Higher Education.

HORCH, DWIGHT Assistant Program Director, College Scholarship Service, CEEB Programs and **AMIEL T. SHARON** Research Psychologist, Educational Testing Service, Princeton, New Jersey 08540. (609) 921-9000.

464 *Family Income*

An investigation of 1. parents' estimates of future-year family net income and the effects which inaccurate estimates have on College Scholarship Service calculations of parents' contribution to college costs; 2. parents' contribution calculated from reports of current income and predictions of future-year net income made from PCS variables; and 3. the effect of preselected nonfinancial variables in moderating the accuracy of parents' contributions calculated from the alternative measures of income. Results indicate that CSS families underestimate their actual succeeding year income by an average of $744. Purpose: To predict more accurately the estimates of parents' contributions to college costs. 1971.

Report RDR-70-71, No. 8, May 1971.

College Examination Board and College Scholarship Service.

College Costs, see Elizabeth W. Haven, 422.

HOSKINS, J. H. Associate Director, Office of Institutional Research, Yale University. New Haven, Connecticut 06520. (203) 436-2735.

465 *Undergraduate Admissions*

Two major sub-projects are being conducted: 1. Prediction of Admission: A decision rule has been written, which successfully predicts whether the final action of Yale's Undergraduate Admissions Committee will be "admit" or "reject" for about 45 percent of each year's applicant pool of about 10,000. The error rate (defined as disagreement between the rule and final committee action for the past two freshmen classes) is less than 5 cases per 1000. Saving of committee time is considerable, and the rule illuminates certain policy choices in a useful way. The rule is being formally implemented during 1971-72, and a program of follow-up research is planned. 2. Criteria of Success in Yale College: Two criteria of success in college, academic and nonacademic, are usual components in judging applicants for admission. Studies of academic criteria abound; nonacademic criteria abound; nonacademic criteria are much harder to describe, measure, and evaluate. The question of what other criteria, besides grades and academic honors, denotes a "successful" student has continued to defy capture at Yale, or, to our knowledge, at any comparable institution. Understanding these criteria has been set as a major goal, and a heavy, in-depth interview schedule, sampling groups in the University community, will be the principal information-gathering technique. Purpose: To assist the admissions procedure by refining criteria used to judge applicants. June 1971–June 1972.

Both internal reports and journal publication are planned.

HOULE, CYRIL O. Professor of Education, The University of Chicago. 5835 Kimbark Avenue, Chicago, Illinois 60637 (312) 753-1234 and **JOHN SUMMERSKILL** Director, Office of External-Study Programs, College Entrance Examination Board. 888 Seventh Avenue, New York, New York 10019. (212) 582-6210.

466 *The External Degree*

A report covering the origins, history, and rationale of external degree programs as they have developed throughout the world, and specific information about the current status of these non-residential degree programs in the United States, together with implications and issues for the future. 1971–1972.

Book to be issued late 1972.

HOULE, GILLES see Nicole Gagnon, 359.

HOUPT, MILTON I. Chairman, Department of Pedodontics, New Jersey College of Medicine and Dentistry. 201 Cornelison Avenue, Jersey City, New Jersey 07304. (201) 877-4622.

467 *Accuracy of Measurement of Clinical Performance in Dentistry*

Five expert raters, 30 instructors, 36 junior dental students, and 16 dental assistants from the University of Pittsburgh evaluated eight criteria of operative dentistry performance in five specimens using one of three scales: a 2-point specified scale, a 5-point end-specified scale, and a 5-point scale with all points defined. All scores were analyzed for reliability and accuracy. Reliability seemed to be equivalent among the subjects, regardless of experience; measurement was reliable and accurate when total performance scores were considered, but not so when individual specific criteria were rated. Purpose: To investigate the influences on reliability and accuracy of measurement of clinical performance in operative dentistry as affected by the nature of the rating scale, the extent of clinical experience of the rater, and the training of raters. January 1970–December 1971.

U.S. Public Health Service.

HOUWING, J. F. Assistant Director of Research and LUCIEN F. MICHAUD Director of Research, Association of Universities and Colleges of Canada. 151 Slater, Ottawa K1P 5N1 Ontario. (613) 237-3330.

468 *Inventory of Research Relevant to Higher Education in Canada*

The Association of Universities and Colleges of Canada and the Canadian Society for the Study of Higher Education are compiling and maintaining an ongoing inventory of research projects concerning higher education in Canada. A network of regional coordinators for the provinces has been established. Purpose: To help identify persons who are involved in research. Twice a year researchers submit forms to the coordinators regarding any relevant project in which they are involved concerning higher education. September 1971 –ongoing.

Substantial portions of the inventory appear in issues of the *Canadian Journal of Higher Education* and selected items are reported in "University Affairs" of the Association of Universities and Colleges of Canada, in whose library the inventory files are maintained.

469 *Changes in the Composition of Governing Bodies of Canadian Universities and Colleges, 1965-1970*

A questionnaire survey. Purpose: To investigate changes in the composition of boards and senates of AUCC member institutions between 1965 and 1970. March 1970–February 1972.

Report available.

HOVENDEN, WILLIAM E. Doctoral Candidate, Department of Higher Education, Florida State University. Tallahassee, Florida 32306. (904) 599-3168.

470 *The Plenary Faculty Body as an Agent for Decisionmaking in Selected Liberal Arts Colleges*

Changes during the past decade in the nature and operations of plenary faculty governmental bodies in six to eight liberal arts colleges will be determined by a content analysis of faculty meeting minutes. Interviews with faculty members and administrators present during the period being studied, as well as those presently considered leaders, will be used to determine the reasons for the changes as well as appraise the current status of the plenary body. Purpose: To assist liberal arts administrators, faculty, and others to understand the nature of plenary bodies that serve as decisionmaking agents. September 1971–June 1972.

Dissertation, Florida State University, planned.

HOWARD, JAMES Associate Professor, Electrical Engineering, JOSEPH SAYOVITZ Lecturer, Electrical Engineering, and KENT BISHOP Associate Director, Learning Resources, University of California, Santa Barbara. Santa Barbara, California 93106. (805) 961-3136 or 961-2419.

471 *Self-instructional Modules in the Effective Use of Electronic Instrumentation Devices*

By combining and improving known methods of self-instruction, an integrated set of mediated materials, such as films and slide/tape presentations is being produced. Purpose: To develop students' computing skills by self-instruction in the understanding and operation of electronic measuring instruments. July 1971–June 1972.

Media materials will be available for duplication.

An Educational Course Sequence for Digital Control of Chemical Processes, see Duncan Mellichamp, 695.

HOWZE, GLENN R. see Edgar G. Epps, 303.

HOYT, KENNETH B. Professor of Education and Director, College of Education, University of Maryland. College Park, Maryland 20742.

472 *Specialty-oriented Student Research Program*

A program designed to collect, analyze, and disseminate research concerning the background and experiences of present and former students of post-high school occupational educational institutions, by the use of standardized instruments especially developed for this purpose. All data is available on magnetic tape for use in a wide variety of basic research studies. Purpose: To encourage high school students to learn, make decisions about, and actually enter post-high school occupational educational institutions, and to stimulate product evaluation of vocational education. 1962–continuing.

"A Summary Report of Follow-up Data Collected One Year Following Completion of Training from 4887 Private Specialty School Students in the United States," monograph, May 6, 1971; "The Specialty Oriented Student Research Program: An Illustration of Applied Computer Technology," *Educational Technology*, 1971.

HUCKFELDT, VAUGHN Research Associate, Research Unit, National Center for Higher Education Management Systems at WICHE. P.O. Drawer P, Boulder, Colorado 80302. (303) 449-3333.

473 *Resource Utilization Analysis*

This project is directed primarily at operational or logistical functions such as inventory management, work scheduling, equipment replacement, space utilization, transportation and parking, portfolio management, preventive maintenance, course scheduling, menu planning, etc. Many of these applications have direct analogs in industry and the military, and in certain instances are highly developed. Available sources of information and software will be referenced in a manual which will also present guidelines for implementation, and research activities will be carried out in those project areas where advancement of the state-of-the-art is necessary. Purpose: To develop techniques that will aid institutions more effectively utilize the resources available to them. Ongoing.

Ford Foundation grant to NCHEMS at WICHE for the Research Unit.

474 *Resource Allocation and Planning Models*

This project concentrates on techniques that facilitate the study of the resource implications of institutional output experiments, and the development of methodologies for efficiently searching the set of feasible planning alternatives to improve upon the simulation approach utilized in RRPM-1 (see James Martin, below). A mathematical programming model for resource allocation and planning has been developed and is being pilot tested to study its utility in various planning modes, ranging from detailed analysis to global long-range studies and to incorporate refinements in software and documentation necessary for implementation. The multiple criteria formulations involved in resource allocation decisions, and resource allocation and planning models appropriate for use at state-wide and national levels will be studied, and the degree of disaggregation appropriate for different hierarchical levels and for various planning horizons will be investigated. Purpose: To develop long-range improvements in the use and predictive capabilities of Resource Allocation and Planning Models. Ongoing.

Ford Foundation grant to NCHEMS at WICHE for the Research Unit.

HUDGINS, GARVEN and IONE PHILLIPS Office of Research and Information, National Association of State Universities and Land-Grant Colleges. Suite 710, One Dupont Circle, Washington, D.C. 20036. (202) 293-7120.

475 *Admissions Policies of State Universities and Land-Grant Colleges*

A special survey. Purpose: To determine trends in admissions among the 118 member institutions of NASULGC. 1971.

Published in *FYI . . . for your information*, the newsletter of the Office of Research and Information, in February 1972.

476 *Financial Profile of State Universities and Land-Grant Colleges*

In June 1971 NASULGC published *People's Colleges in Trouble*, a report on the operating deficits and financial problems of its member institutions through the 1969-70 academic year. A follow-up survey was undertaken in the summer of 1971, indicating further declines in state appropriations. Purpose: To survey financial problems of colleges and universities. The results were published in *FYI . . . for your information* in January 1972.

477 *Annual and Biennial Surveys of State Universities and Land-Grant Colleges*

Among the ongoing surveys of NASULGC member institutions are the following: Enrollments, surveyed in November and published in *FYI . . . for your information*, in January; Applications for Freshman Admission, surveyed in March and published in late spring; Student Charges, including tuition and room and board, published in October; and Minority Enrollments, a biennial report as of November 1970 and November 1972.

Issues of *FYI* devoted to any of these particular surveys are available from the Office of Research and Information.

HUDSPETH, DeLAYNE Director, Office of Educational Development, College of Pharmacy, Ohio State University. 500 West Twelfth Avenue, Columbus, Ohio 43210. (614) 422-0540.

478 *Pharmacy Educational Development*

This activity involves the planning, development, implementation, and evaluation of educational change. Besides its curriculum and instructional development and recruitment activities, the Office is undertaking educational research and evaluation through the creation of a data bank on pharmacy education and the pharmacy professions, and the evaluation of the College's instruction in order to improve both curriculum content and instructional methods. Purpose: The goal of the Office of Educational Development is to implement a system of instructional development in the College of Pharmacy that will result in a significantly improved program of professional education for pharmacy students which could serve as a model for other schools. September 1970–June 1975.

Summary description of the Office of Educational Development; yearly reports plus a series of monographs on pharmacy education.

Division of Allied Health Manpower, Bureau of Health Professions, Education and Manpower Training, Department of Health, Education, and Welfare.

HUGHES, EVERETT C. Professor of Sociology, **BARRIE THORNE** Research Associate, Boston College, Chestnut Hills, Massachusetts 92167, (617) 332-2300, with the collaboration of **ARNOLD GURIN** Professor and Dean, The Florence Heller Graduate School for Advanced Studies in Social Welfare, Brandeis University. Waltham, Massachusetts 02154.

479 *Professional Education*

The study will develop profiles of higher education in the traditional and service professions: schools of law, medicine, theology, education, journalism, librarianship, nursing, pharmacy, dentistry, social work, and criminology. Purpose: To develop a system of presentation and analysis that can be applied to any profession in such a way as to highlight likenesses and differences. July 1969–April 1972.

Education in Medicine, Law, Theology and Social Welfare: Trends and Conflicts, tentative title of proposed book.

Carnegie Commission on Higher Education.

HULL, L. E. Missouri Association of Colleges and Universities. Room 523, 607 North Grand Boulevard, St. Louis, Missouri 63103.

480 *Resource Allocation of Institutions of Higher Education in the State of Missouri*

This study of resource allocation is based on 1. the purposes and functions of each institution in Missouri as defined by its chief executive officer; and 2. the direct instructional cost of courses offered for institutional credit, pro-rated by class level of the students enrolled in the courses. Purpose: To develop a resource allocation analysis of institutions of higher education in Missouri. December 1971–June 1972.

U.S. Office of Education.

HULL, W. FRANK, IV Director, The Center for the Study of Higher Education, The University of Toledo. Toledo, Ohio 43606. (419) 531-5711.

481 *Admissions, An Historical Approach*

An inquiry into historic trends in admissions policies of colleges throughout the United States. Purpose: To provide information on innovations that have been operative and propose directions for the future. To 1972.

Monograph report planned in cooperation with The Center for the Study of Higher Education, The Pennsylvania State University.

482 *Comparative Efficiency of Two Institutions on Selected Educational Variables*

A comparative analysis of undergraduate and faculty expectations of a liberal arts education and student-faculty interaction at 1. selective private residential liberal arts college, and 2. the liberal arts college of a public open-admission urban commuter university. Purpose: To investigate the educational differences between the two institutions.

Summer 1972.

Center monograph planned.

(Other projects presently in the planning state are a study on international education and consultative models in developing institutions.)

HULTGREN, DAYTON see Sam Webb, 1055.

HUMMON, NORMAN P. Assistant Professor, Department of Sociology, University of Pittsburgh. Pittsburgh, Pennsylvania 15213.

483 *Colleges as Organizations*

Using four liberal arts colleges, an open-systems organizational model was applied, and extensive data gathered at the organizational, departmental, and individual student level. Regression models were constructed to assess the importance of various input variables on output, and ratios of costs to benefits were computed to assess institutional effectiveness. Policy implications were drawn, and factors predicting levels of student prestige, income, and educational status were isolated. Purpose: To discover variations in the allocation of educational resources among departments and assess them. 1970–1972.

Ph.D. dissertation, Cornell University, planned.

National Science Foundation, Division of Social Sciences, $1700.

HUNKELER, ENID see Joseph Katz, 524.

HUNNICUTT, DAVID see James W. Selgas, 896.

HURST, JULIE see J. G. Paltridge, 776.

HUTCHESON, JERE T. Assistant Professor, Department of Music, Michigan State University. East Lansing, Michigan 48823. (517) 355-4714 or 355-1855.

484 *Musical Forms and Analysis: A Programmed Course*

The creation of a programmed course. Purpose: So that a student may, without the assistance of an instructor, study musical structure (melody, rhythm, tonality, harmony, etc.) using homophonic forms of the common practice period, 1650-1900. Fall 1967–February 1971.

Two volume paperback published January 1972.

IGNATOVICH, FREDERICK Assistant Professor, Administration and Higher Education, 416 Erickson Hall, Michigan State University. East Lansing, Michigan 48823. (517) 355-4595.

485 *Structural, Biographical, and Normative Factors Affecting Leadership Styles in Educational Organization Settings*

Analyses of organizational climates under various types of leaders indicate a consistent variation of climate openness with type of leader. Purpose: To identify and analyze three factors causing the variations in leadership styles: structural factors in the organization, biographical factors, and norms of leader behavior expected by subordinates. Existing data from 109 schools located in 20 school districts will be obtained from the Iowa Department of Public Instruction, including structural complexity of school district and school, and training, experience, age, and sex of principals and staffs. Data will be collected regarding the expected ideal leader behavior of principals and various descriptive, correlational, and ANOVA statistical techniques will be employed to analyze the data. December 1971–June 1972.

Article planned.

IHNEN, LOREN A. Professor of Economics, Department of Economics, North Carolina State University. Raleigh, North Carolina 27607. (919) 755-2609.

486 *An Economic Study of Occupational Education in Community Colleges and Technical Institutes*

A study of the costs and returns to occupation training in selected North Carolina community colleges and institutes using institutional records and employment-earnings data obtained from a mail survey of students and potential students. Purpose: To estimate costs, returns and rates of return by type of training. June 1, 1967–June 30, 1972.

Center for Occupational Education Report planned.

North Carolina Center for Occupational Education.

487 *Subsidization of Public Higher Education in North Carolina*

Using published data estimates of resource costs, user charges and subsidies by level of institution will be estimated. Purpose: To determine their level and distribution. June 1970–July 1972.

Research report or article planned.

Impact of the Loan Market on Educational and Career Decisions see T. Dudley Wallace, 1039.

IKEDA, KIYOSHI Professor of Sociology, Oberlin College. Oberlin, Ohio 44074.

488 ***Student Diversification at Oberlin College***

Oberlin accepted Rockerfeller Foundation funds to diversify the social and economic background of its students during the 1960s by recruiting minority, disadvantaged, and high-potential students. A sample of 492 students, composed of all Black students, all economically disadvantaged White students, and a random sample of other White students admitted during 1964-1967 was evaluated in terms of growth in academic competence and of post-college work (placement, scholarships, awards) in graduate studies and employment, using SAT scores, course grades, grade point averages, academic status, family background, work and residence patterns at Oberlin, and graduate scholarships, awards and placement in graduate school or in employment. Purpose: To determine highly useful background predictors of academic performance and to recommend policies and practices that can meet the educational needs of the full range of students enrolled at the college, including Black, Spanish-American, Native-American, Appalachian, and other first generation college-bound White students. 1970–1971.

Kiyoshi Ikeda and Robert F. Rich, "Appendix B, College and Post-College Performance among Oberlin College Students, Classes of 1968, 1969, 1970, and 1971, A Proposal for Recruitment of Black and Other Minority Students," duplicated report, August 1971.

IKENBERRY, STANLEY O. Professor and Associate Director and RENEE C. FRIEDMAN Research Assistant, Center for the Study of Higher Education, 123 Willard Building, The Pennsylvania State University. University Park, Pennsylvania 16802. (814) 865-0312.

489 ***Of or At the University: The Strange Case of Institutes and Centers***

The directors of 125 institutes and centers in 50 land-grant universities completed a questionnaire describing the unit's purposes, operational characteristics, and policies. Questionnaires were also completed by central administrative representatives, typically a vice president for academic affairs, or a vice president for graduate education and research, depicting institutional policy concerning institutes and centers, and soliciting a comparison of the functions and characteristics of these units with those of academic departments. Finally, 25 telephone interviews were conducted with academic administrators probing the integration of institutes within the university. Purpose: To provide a broader conceptual view of the role of institutes and centers in the university and their impact on colleges and universities as complex organizations. September 1969–December 1971.

Preliminary report: "A Profile of Proliferating Institutes," Report No. 6, Center for the Study of Higher Education, The Pennsylvania State University, November 1970.

Assistance from Department of Interior, Office of Water Resources Research.

ISRAEL, JOHN History Department, University of Virginia. Charlottesville, Virginia 22903.

490 ***The Chinese Student Movement, 1937-49***

Library research and interviews with former students, teachers, administrators, and journalists. Purpose: To study the political role of Chinese students and especially their relationship to nationalism and communism, during the years of the Kuomintang government. A sequel to *Student Nationalism in China, 1927-37*. (Stanford, 1966) June 1966–1973.

Social Science Research Council.

ISRAEL, JOHN History Department, University of Virginia, Charlottesville, Virginia 22903 and DONALD KLEIN East Asian Institute, Columbia University. New York, New York 10027.

491 ***The Chinese Student Movement, 1935-36: Leadership and Politics***

A leadership study of the December 9th (1935) generation of Chinese students who entered the Communist Party via the student movement of 1935-36. John Israel is providing the historical background; Donald Klein is analyzing the leadership. Purpose: To study the role of leaders among the Chinese communist students during those years. 1968–1972.

JACKSON, VIVIAN C. see Frank Riessman, 840.

JACOBS, STANLEY see Gerald C. Kress, Jr., 568.

JAFFE, A. J. Director of the Manpower and Population Program and **WALTER ADAMS** Senior Research Associate, Bureau of Applied Social Research, Columbia University. 605 West 115th Street, New York, New York 10025. (212) 280-1754.

492 ***Population and Education Trends***

A longitudinal study utilizing data from the 1959-60, 1965-66, and 1968-71 Current Population Survey of the Bureau of the Census, involving a series of questionnaires that test student and parent academic aspirations; personal, socioeconomic, and academic variables; attrition; college entrance rates; duration of college attendance; and general progression of children through school. Special attention was placed on the 1965-66 senior year in high school and the five years following, emphasizing differences by sex, race, residence, and educational attainment. Purpose: To identify trends in college-going and the relationships of background and achievement variables to college attendance, duration, and success. 1965–1972.

American Higher Education in Transition, BASR, 1969 (ERIC ED 03005); "Open Admissions and Academic Quality," *Change*, (March-April 1971) 11, 78; *Follow-up of Cross Section of 1965-1966 High School Seniors*, Technical Progress Report 1970-71, BASR, September 1971; "Two Models of Open Enrollment," paper presented at ACE annual meeting, Washington, D.C., October 1971; "Economic Returns on the College Investment," *Change*, (November 1971) 8, 60. A summary volume, probably published in book form, and other articles and papers planned.

U.S. Office of Education and Bureau of the Census.

JAMES, ESTELLE Economics Department, State University of New York at Stony Brook. Stony Brook, New York 11790. (516) 246-5070.

493 ***Resource Allocation in Higher Education***

An attempt to analyze resource allocation and costs within colleges and universities, viewing them as organizations in which a variety of inputs are transformed into outputs, with resource allocation the results of the interaction among multiple decisionmakers in the organization's economic system. Inputs studied are current resources (faculty, graduate assistants, other staff, supplies and expenses); flow of services from capital resources (equipment, building space and land); and composite institutional resources (library and computer). The final products are the creation and transmission of knowledge–research and teaching–broken down by department and level. Administration is viewed as an intermediate investment product, whose ultimate purpose is research and teaching. A number of conceptual difficulties are dealt with, including joint supply and stock versus flow, which arise with respect to almost all the inputs mentioned. A preliminary study has been completed of resource allocation and costs at the State University of New York at Stony Brook. Purpose: Inputs and outputs at Stony Brook and Suffolk Community College will be compared and the results used to reestimate the social rate of return to and the distribution of benefits from higher education and to evaluate the relative costs of community college and university instruction. Finally, the economic system of the University will be analyzed in terms of a priori restrictions of flows of resources and information, actors and their objective functions and locus of decision-making power among the actors. The costs and "profitability" of various outputs to different decisionmakers will be contrasted and the existence or nonexistence of incentives for efficiency and consistency in the University's economic system will be explored. To August 1972.

A number of working papers are currently available through the Economic Research Bureau, State University of New York at Stony Brook. Articles and/or book planned.

JASON, HILLIARD Professor and Director, Office of Medical Education Research and Development, East Fee Hall, Michigan State University. East Lansing, Michigan 48823. (517) 353-7791.

494 ***Methods for Institutional Change in Health Professions Education, Specifically Regarding Quality of Instruction***

An examination of the most effective strategies in helping the faculty of the medical school to alter significantly the way in which medical education is offered. The educational program and its impact on students is being continuously monitored; new instructional packages are being designed; methods are being developed for systematically instructing the faculty in effective instructional methods; and totally new approaches of instruction are being tested. Purpose: To create an education program that is "competency based" and totally individualized for each student, providing unique pathways for them and varying amounts of time for the development of competencies. Fall 1966–ongoing.

The Commonwealth Fund; The Bureau of Health Manpower Education; National Fund of Medical Education, State of Michigan.

Physician-Educator Preparation, see Ronald Richards, 834.

JELLEMA, WILLIAM W. Executive Associate and Research Director, Association of American Colleges. 1818 R Street N.W., Washington, D.C. 20009. (202) 265-3137.

495 *The Financial Status, Present and Projected, of Private Institutions of Higher Learning*

A survey of the financial condition of all private, accredited, four-year colleges and universities. Purpose: To provide a data base for future fiscal funding and planning. June 1970–February 1972.

"The Red and the Black," "Redder and Much Redder," "The Numbers Game." Book planned.

Assistance from the Carnegie Corporation of New York and the United States Steel Foundation.

JENKINS, JOHN A. and **JOSEPH G. ROSSMEIER**, Doctoral Candidates, Center for the Study of Higher Education, University of Michigan. Ann Arbor, Michigan 48104. (313) 764-9472.

496 *Organizational Control Patterns and Effectiveness in Urban Multiunit Community Colleges*

A survey of faculty, administrators, and trustees in 12 institutions. Questionnaires were mailed in February 1972; findings will be available in the fall. The study investigates which functions should be centralized or decentralized in order to maximize effectiveness, and an institution's ability to make flexible responses to changing needs. Purpose: To clarify, specify, and measure organizational variables which describe patterns of control in multiunit community colleges; to formulate generalized recommendations to maximize effectiveness in diverse local situations; and to provide each participating college with a summary of data obtained there and a comparison with national averages. September 1971–December 1972.

Abstracts to each participating institution; offset report on letter-size paper; and possibly a paperback book planned.

University of Michigan Rackham Graduate School and School of Education Research Committee.

JENNY, HANS H. Vice President for Finance and Business, The College of Wooster. Wooster, Ohio 44691. (216) 264-1234, ext. 581.

497 *Turning Point: Income and Expenditure Growth and Distribution of Liberal Arts Colleges*

A follow-up study to the "Golden Years . . . A Study of Income and Expenditure Growth and Distribution of 48 Private Four-Year Liberal Arts Colleges 1960-1968," bringing the data through the business year 1969-70 and discussing why it will be structurally difficult to make a major reduction in the cost trends of private colleges. Purpose: To focus attention on a significant problem ignored by many who make projections of future total resource requirements for higher education. September 1970–November 1971.

Paperback report, available at cost.

JENNY, HANS H. Vice President for Finance and Business and **MIKE KELLER**, Senior Student, The College of Wooster. Wooster, Ohio 44691. (216) 264-1234, ext. 581.

498 *Resource Use in Higher Education*

A critical evaluation of June O'Neil's Carnegie Commission study, *Resource Use in Higher Education: Trends and Outputs, 1930-1967*, with recommendations for more appropriate and realistic assumptions. A two-phase project: 1. Miss O'Neil's methodology is being applied to available data for one college and to estimates for 48 colleges; 2. her criteria will be evaluated critically, and the data from the first phase of the study will be subjected to our own methodology. Purpose: To highlight the short-comings of Miss O'Neil's approach, to recommend an approach that more nearly corresponds to the facts, and to contribute substantively to the way colleges perceive and account for their capital resources. September 1971–May 1972.

Duplicated report.

JEWETT, FRANK I. see Donald F. Lawson, 586.

JOHANSSON, CHARLES Acting Director, Office of Educational Research and JOHN WARFIELD Executive Director, Expanded Educational Opportunities Program, Macalester College. St. Paul, Minnesota 55101. (612) 647-6468.

499 ***The Expanded Educational Opportunities Program at Macalester College***

About 200 disadvantaged students have been enrolled at Macalester College with full financial aid during the past three years. These students will be contrasted with non-EEO students in terms of their attrition data, admissions decisions, expectations, perceptions of the college environment, and their satisfactions as indicated by objective tests, questionnaires, and interviews. Purpose: To assess the impact of the College on EEO students and the impact of the EEO program on the College. July 1971–December 1972.

Articles in higher education journals planned.

U.S. Office of Education, $10,000.

JOHNSON, B. LAMAR Director and ARTHUR BERCHIN Associate Director, Project on Instructional Efficiency, League for Innovation in the Community College. 1100 Glendon Avenue, Westwood Center, Suite 925, Los Angeles, California 90024. (213) 477-7255.

500 ***Instructional Efficiency in the Junior College***

The fifteen junior college districts which are members of the League are reporting data regarding costs and instructional effectiveness of certain courses. Each district will be visited in order to collect additional effectiveness data. Purpose: To investigate the junior college courses purported to be "highly efficient" in terms of instructional costs and learning outcomes. September 1971–February 1972.

A report describing the "highly efficient" courses will be distributed to League administrators and instructors in March, 1972, and may be expanded into a book later.

The Institute for Instructional Improvement, $20,000.

JOHNSON, G. S. Assistant Director, University Reading Clinic, School of Education, University of the Pacific. Stockton, California 95204. (209) 946-2556.

501 ***Developmental, Correctional and Remedial Reading Programs of California Community Colleges***

California's community colleges are being surveyed about their programs in reading, materials and methodology employed in their programs, and methods of evaluating their success. Follow-up visits will be made to randomly selected community colleges to verify information. Purpose: To gain insights into current community college reading programs. January–December 1972.

Monograph or article planned.

JOHNSON, GEORGE see Frank Stafford, 952.

JOHNSON, HAZEL M. Chairman, Department of Nursing, Gustavus Adolphus College. St. Peter, Minnesota 56082. (517) 931-4300.

502 ***Perceptions of Teaching Responsibilities in Baccalaureate Nursing Programs***

Two hundred and twenty-seven beginning instructors and 207 experienced instructors from 66 baccalaureate nursing programs in the North Central states completed a questionnaire, and rated the importance and difficulty of 60 teaching responsibilities. Descriptive statistics were used to summarize the biographical data and the ratings of the items, and analyses of variance were employed to determine significant differences in the average ratings both within and between groups. Purpose: To clarify the faculty member's teaching role so that beginning instructors can be helped to adjust more smoothly to their role. 1968.

Ph.D. dissertation, University of Minnesota.

Special Nurse Research Fellowship, Division of Nursing, U.S. Public Health Service.

JOHNSON, RICHARD S. Staff Associate, Development and Applications Unit, National Center for Higher Education Management Systems at WICHE. P.O. Drawer P, Boulder, Colorado 80302. (303) 449-3333.

503 *Data Element Dictionary*

Exchange of information among institutions of higher education and state and federal reporting have long been hindered by the lack of comparability of data at the institutional level, and the Data Element Dictionary will meet this need. The second edition of the Dictionary is being drafted, containing definitions and coding structures for each of the data elements contained in the first edition plus codes and definitions for a limited number of new operational data elements. The sections have been developed sequentially with emphasis placed first on the Student, Staff, and Course sections, and the Facilities and Finance sections postponed until early 1972. It is anticipated that a Master Glossary will be developed and published at a later date. Purpose: To serve as the foundation for building compatible data bases in institutions and for interinstitutional information exchange.

Data Element Dictionary, First Edition available from NCHEMS at WICHF for $5. (Consists of Student, Staff, Facilities, Course, and Finance technical reports, available at $1 each.)

U.S. Office of Education, National Center for Educational Research and Development, Division of Higher Education Research.

JOHNSTON, ARCHIE B. Director of Research and Systems, Tallahassee Community College. 444 Appleyard Drive, Tallahassee, Florida 32304. (904) 576-5181.

504 *Length of Residence Required for a Junior College Degree*

Records of all students who registered at Tallahassee Community College from Fall 1966 through Summer 1971 were used to draw charts for each quarter of each year. Purpose: To answer the question, "How long does it take to complete a two-year college?" August–December 1971.

"Length of Residence for a Junior College Degree, Report No. 18," December 1, 1971. Duplicated report.

JOHNSTON, C. M. History Department, McMaster University. Hamilton, Ontario. (416) 522-4971, ext. 270.

505 *A History of McMaster University, 1887-1957*

Purpose: An analysis of how a particular evangelical denomination (the Baptists) coped with the problem of higher education in Canada; what goals they set for themselves; the extent to which they achieved them; the role that personalities, theological doctrines, and issues such as "fundamentalism" and "modernism" played in the institution's growth; and the extent to which the University responded to the educational needs of a rapidly changing society, etc. 1967–early 1973.

Volume planned.

JOHNSTONE, D. BRUCE Project Specialist, Higher Education and Research, The Ford Foundation. 320 East 43rd Street, New York, New York 10017. (212) 573-5000.

506 *Income Contingent Loans for Higher Education*

An historical, analytical, and empirical study of the applicability of the "income contingent" loan concept to higher education, including 1. a history of the concept and a description of various proposals including the currently operational plans at Yale and Duke; 2. an analysis of the various forms of loans which may properly be called "income contingent" and hybrid variations combining income contingent and fixed-scheduled loans; and 3. an empirical study of the loan plans which meet certain criteria of financial viability based on projected income profiles drawn from census data. Purpose: To provide a generic theory of income contingency together with an analysis of the short- and long-run applicability of income contingent loans on both an institutional and governmental basis. January 1971–June 1972.

Reports on the applicability of income contingent loans and student attitudes toward them are available. Project report scheduled for Summer 1972.

JONES, DENNIS Assistant Director, Development and Applications Unit, National Center for Higher Education Management Systems at WICHE. P.O. Drawer P, Boulder, Colorado 80302. (303) 449-3333.

507 *Higher Education Finance Manual*

A two-phase project: In Phase I, the program-oriented financial data required by decisionmakers at the institutional, state, and national levels is being identified. At the institutional level, the project is defining the financial component measures to be attached to NCHEMS' Program Classification Structure (see Warren W. Gulko), and identifying the information needs of states and national levels. Phase II will include preparation of a manual describing procedures for translating institutional financial data kept in accordance with the present ACE manual into program structures format decided upon as a result of Phase I. Purpose: To prepare a manual for program-oriented financial data to meet the needs of the decisionmaker, the budget analyst, and planner at the institutional, state, and national levels, since current accounting systems have not been designed to meet their needs but only to satisfy institutions' fiduciary obligations. Phase I to be completed in 1972.

A background paper for the task force of the project has been prepared.

U.S. Office of Education, Center for Educational Research and Development, Division of Higher Education Research.

JONES, EMMETT L. Vice-President for Academic Affairs, Olive-Harvey College. 10001 South Woodlawn Avenue, Chicago, Illinois 60628. (312) 568-3700.

508 *Causes of Student Withdrawals*

All students withdrawing from a part or all of their courses during the 1971 fall semester at Olive-Harvey College, an urban community college, were required to complete a questionnaire designed to provide a critical analysis of the causes of withdrawals. Purpose: To enable the College to determine what, if anything, it can do to increase its retention power. October 1971–March 1972.

JONES, H.G. see J. D. Dennison, 261.

JONES, PAUL K. see Melvin R. Novick, 749.

JUDD, ROBERT C. Professor of Operations Research, College of Business Administration, University of Toledo. Toledo, Ohio 43606. (419) 531-5711, ext. 2374, or 536-0764.

509 *Uses of the Delphi Technique*

The Delphi technique, developed at the RAND Corporation as a means of systematically collecting expert opinion, permits groups of individuals to reach consensus about issues without face-to-face interaction or confrontation. Its potential uses for evaluating alternative policies in higher education (such as reaching consensus on needed curricula or personnel changes) are being explored and its present use is being evaluated. Purpose: To develop the Delphi technique as a means of political, social, and behavioral change. 1968–ongoing.

"Delphi Decision Methods in Higher Education Administration," paper presented at the 12th American meeting of the Institute of Management Sciences, Detroit, October 1, 1971; "Convergence Techniques in Higher Education," *Planning and Changing* (Illinois State University) October 1971.

510 *Unit Costs of Instruction*

As part of the micro-analysis movement toward disaggrative analysis, rather than analyses of averages or such measures as "induced course loads," methods are being developed to learn the specific direct costs of instruction, using the individual student or a small group of students as the unit. Purpose: To gain more precise and determinate costs for higher education, comparable to job-shop costs rather than production-shop costs in industry. 1970–ongoing.

"Micro-Analysis in Higher Education Decision Making," paper delivered at the 40th National Conference of the Operations Research Society of America, Anaheim, California, October 28, 1971; "Micro-Analytic Methods in Economic Research of Higher Education," paper delivered at Business and Economic Statistics Section, American Statistical Association, Fort Collins, Colorado, August 24, 1971.

JUDY, RICHARD W. Principal, Systems Research Group. 252 Bloor Street West, Fifth Floor, Toronto, Ontario. (416) 964-8411.

511 *Costs and Benefits of Postsecondary Education in Ontario: 1968-1969*

A comprehensive analysis of all social and private costs and benefits which are identified with as many as 77 sectors of the higher education system. Costs are broken out to show the contribution of the private and social sectors in general and of institutions, government, students and business in particular. Expected degree costs are computed to show the effect of student drop-outs on institution costs and the social costs of education. Education benefits are defined as increased earning power for individuals and increased productive capacity for society. Lifetime earnings differentials, between educated and uneducated individuals, are utilized in a computational procedure which generates social and private benefit measures such as: net present value of expected economic returns, rate-of-return, and benefit-cost statistics. The study also contains an "income redistribution" model, which computes the contribution of various income classes to the costs of higher education programs and the returns accruing to these income classes. Finally, the computational routines for the entire study contain simulation capabilities so that all parameters in the cost benefit and income redistribution analyses can be sensitivity tested and experiments run with ease. Purpose: To provide comprehensive cost data on postsecondary institutions in Ontario. June–September 1970.

A Cost and Benefit Study of Postsecondary Education in Ontario: 1968-69, Vol. I. and Vol. II. Available from the Wright Commission.

Wright Commission, a Special Commission on Postsecondary Education appointed by the Ontario Department of Education.

512 *Financing Postsecondary Education*

An analysis of the existing system of financing postsecondary education in Ontario, and an examination of alternatives for future financing. Purpose: To recommend means of improving methods of financing. June–September 1971.

Financing Postsecondary Education, available through the Wright Commission.

Wright Commission.

513 *Some Economics of Postsecondary Education*

A study of the literature on economics of postsecondary education. Purpose: To evaluate it from the point of view of its usefulness for policy making. June–September 1971.

Some Economics of Postsecondary Education: A Critical Review, available through the Wright Commission.

Wright Commission.

514 *Policy on Manpower Training*

Preparation of study papers reviewing and analyzing existing manpower training programs in Canada, defining problem areas, and developing alternative strategies for manpower development. Purpose: To provide the Council of Ministers of Education of Canada with information to assist in the formulation of manpower training policy. July 1971–January 1972.

Reports may be available at the discretion of the Council of Ministers of Education of Canada.

Council of Ministers of Education of Canada.

JUNG, STEVEN M. Research Scientist, Social and Educational Research Program, American Institutes for Research. P.O. Box 1113, Palo Alto, California 94302. (415) 328-3550.

515 *Vocational and Technical Programs Offered by Proprietary Schools*

A survey in four large metropolitan areas–Atlanta, Rochester, Chicago, and San Francisco–of four major vocational and technical training programs offered by all proprietary, public, or nonprofit schools or colleges which provide classroom instruction. The study involves interviews of administrators, questionnaires of students, and of alumni of the past three years of programs in these four areas: 1. office occupations–accounting, communications, filing, office machines, and general office clerical, secretarial and stenographic, and court reporter occupations; 2. engineering–related technologies, drafting, and electronics; 3. health, and 4. computer occupations. Purpose: To yield information for re-examining educational practices and legislative policies related to such programs.

U.S. Office of Education, Office of Program Planning and Evaluation.

JUSTER, F. THOMAS see John R. Meyer, 702.

KAFKA, J. J. Director of Continuing Education and Summer Session at Duluth, 431 Administration Building, University of Minnesota. Duluth, Minnesota 55812.

516 *Determinants of Residential Adult Education Effectiveness*

Participants in four residential short courses for adults at Michigan State University completed various instruments. Most of the hypotheses that guided the study were rejected. On the average, need for achievement was the best predictor of cognitive learning; but in one program group support overrode this positive relationship, indicating that the program milieu can override personal differences. The findings indicate functional benefits from use of a temporary system model in studies of residential education, illustrate a vast difference between theoretical descriptions of residential education and actual program effects, and point to procedures that might make residential programs effective. Purpose: To test the general hypothesis of a significant positive correlation between the degree of isolation concentration, and group support in such programs and the participants' levels of cognitive achievement and to learn whether these variables or the participants' need for achievement best predicted this achievement. May 1969–October 1970.

Dissertation, University of Chicago, 1970.

U.S. Office of Education, $6,753.

KANTZ, R. CLAYTON Director, Building Systems Projects, Academic Building System. Suite 414, 2150 Shattuck Avenue, Berkeley, California 94704. (415) 642-4746.

517 *Academic Building System (ABS)*

The systems approach was selected as the vehicle for effecting improvements over conventional methods of building development. Application of the systems approach in the ABS program involved three main areas of work: 1. a research phase to establish a data base for the system development work; 2. a development phase to define the ABS subsystems, procedures and planning concepts; and 3. a demonstration phase wherein the ABS system is utilized in design and construction of academic buildings. Purpose: To achieve a much higher degree of internal coordination than is conventionally achieved in the total process of building production and utilization. April 1968–June 1972.

ABS Publications: No. 1, "Environmental Study: Science and Engineering Buildings"; No. 2, "Cost/Performance Study: Six Science and Engineering Buildings"; No. 3, "Information Manual: Procedures, Planning Concepts and Subsystems."

State of California Legislature, $200,000; State of Indiana Legislature, $200,000; Educational Facilities Laboratories, $100,000; U.S. Office of Education, $600,000.

KAPLE, JAMES Director, Research Bureau, The School of Community Education, Federal City College. 1411 K Street N.W., 11th Floor, Washington, D.C. 20005. (202) 727-2312.

518 *Title III Needs Assessment Program for the District of Columbia Public School System*

A three-year ongoing Needs Assessment program, focusing on student, parent, and teacher perceptions of strengths and weaknesses of District of Columbia Schools. The first year will obtain perceptions of senior high school students, parents, and teachers and compare these perceptions with the needs identified by the Board of Education and the Superintendent of Schools. Purpose: It is anticipated that the results will be valuable in making future policy decisions. September 1971–September 1974.

Interim reports will be available at the completion of each year.

U.S. Office of Education.

519 *Determinants, Correlates, and/or Predictors of Heroin Attitudes-Behaviors*

Instruments are being constructed according to Guttman Facet Theory to measure attitude-behaviors of drug users, police, judicial personnel, treatment personnel, and clergy, and to determine if the attitude-behavior toward heroin scale differentiates or predicts users and nonusers of heroin for the samples identified. Purpose: To develop an instrument capable of differentiating the relationship between variables such as education and heroin related attitude-behaviors with the possible result of a prediction equation for early identification of potential heroin users. January 1972–January 1973.

Report to be issued by the Research Bureau, the School of Community Education, Federal City College.

National Institute of Law Enforcement and Criminal Justice.

KARMAN, FELICE J. Doctoral Student, Department of Education, University of California, Los Angeles. 405 Hilgard Avenue, Los Angeles 90024.

520 *Women: Role Identification, Attitudes, and Career Choice*

Data from the 1969 California Student Survey, supplemented by personal interviews, will relate childhood role learning to type of career choice. Other dependent variables include values, viewpoints, educational experiences, socioeconomic status, and personal traits. Purpose: To describe and compare the psychological and sociological background and environmental characteristics of two groups of women: those in traditionally feminine careers and those in stereotypic masculine careers. 1971–ongoing.

Dissertation, University of California, Los Angeles.

KARP, ALAN Doctoral Candidate, Department of Higher Education, Teachers College, Columbia University. 1230 Amsterdam Avenue, New York, New York 10027. (212) 870-5537.

521 *The Corporate Development of Oxford and Cambridge between the Middle Ages and the Reformation*

The corporate development of the two British universities is being analyzed in terms of the English law of corporations and trusts and its application to higher education. Both legal theory and statutory enactments will be examined to show how university government structures evolved from all-encompassing entities into small self-perpetuating closed corporations at the time of the English Reformation. Purpose: To provide background for a larger study of the historical development of the board of trustees in colonial and republican America. 1970–January 1973.

Doctoral dissertation, Teachers College, Columbia University.

KARSTEN, ROBERT E. Pastor to the University, Wittenberg University. Springfield, Ohio 45501. (513) 327-7411.

522 *A Taxonomy of Interpretations on the Causes of Campus Disturbance*

A survey of interpretive literature on the causes of campus disturbance through July 1, 1971. Interpretive types are catalogued and a parsimonious, eight-part overall theory is suggested. Purpose: To construct a multivariate analysis on causes of campus disturbance and to assist administrators and others concerned with higher education to understand the complex causal matrix involved. January 1971–March 1972.

Doctoral dissertation.

Assistance from a Danforth Campus Ministries grant, and The Board of Higher Education and Church Vocations of the Lutheran Church of America.

KATZ, JAMES H. Department of Psychology, Loyola College of Montreal. 7141 Sherbrooke Street. W., Montreal, Quebec. (514) 482-0320, ext. 241.

523 *The Interaction of Student Variables and Media Efficiency in Teaching*

A questionnaire is under development to elicit from students information on their media usage both in and out of school, media attitudes, personality data relating to media use, achievement, and motivation. Based on this data, students will be divided into groups exposed to a series of learning units of similar information presented via differing media. Students will be exposed to "preferred" and "nonpreferred" presentations. Attitude and achievement scales will form the dependent variables. Purpose: To outline more clearly the differences in student preferences and ability to use the different educational media and to suggest other uses of these media. September 1971–June 1973.

KATZ, JOSEPH, Department of Psychology, State University of New York at Stony Brook. Stony Brook, New York, 11790, (516) 246-3436, ALFRED BOCHNER Stanford University, Stanford, California 94305, MARJORIE LOZOFF The Wright Institute, 2728 Durant Avenue, Berkeley, California 94704, and ENID HUNKELER.

524 *Co-Educational Housing*

A study of co-educational housing at Stanford, Roger Williams, Colgate, and the University of Washington, involving detailed questionnaires from 1800 students, several intensive interviews over a two-year period with some 100 students, and an ethnographic study of dormitory life. Purpose: To understand male-female relations and concepts of sex roles under the impact of co-educational housing, and to assess the stresses involved in the societal changes now occurring in sex roles. October 1969–1972.

Book planned by the end of 1972.

Grant Foundation.

The Helping Function in Universities, see James L. Bess, 90.

KATZ, MARTIN, Senior Research Psychologist, Educational Testing Service. Rosedale Road, Princeton, New Jersey 08540. (609) 921-9000.

525 *Development and Evaluation of a Computer-Based System of Interactive Guidance and Information (SIGI)*

SIGI allows the junior college student to interact with a computer in such a way as to examine his own values, obtain and use relevant information, interpret predictive data, and formulate plans. This interaction assists the student in arriving at tentative educational and occupational decisions and in modifying them. Emphasis, however, is not merely on the content of decisions but on the process of decisionmaking. An evaluation study is planned to take place in 1973. Purpose: To improve career decisionmaking by students in junior colleges. June 1969--October 1973.

A descriptive bulletin is available and a final report will be printed in multilith form.

Carnegie Corporation of New York.

KAUN, DAVID E. Associate Professor of Economics, 243 Stevenson College, University of California, Santa Cruz. Santa Cruz, California 95060. (408) 429-2486.

526 *Qualitative Aspects of Work*

Forecasts of likely changes in such job attributes as the opportunities jobs allow for individual creativity, self-fulfillment, and humanitarianism will be derived from analyses of three basic sources of data: 1. the *Dictionary of Occupational Titles* descriptions; 2. census data on occupations; and 3. Bureau of Labor Statistics projections of occupational trends. Purpose: To examine the effects of changes in the occupational structure over time on the nonmonitary or psychic rewards of jobs.

"The College Dropout and Occupational Choice," chapter in Clark Kerr (ed.), *Higher Education and the Labor Market*, Carnegie Commission, forthcoming. Professional articles and monographs planned.

KAYSEN, CARL Director, Institute for Advanced Study. Princeton, New Jersey 08540.

527 *The Substance of Higher Education*

Essays on the substance of education with emphasis on undergraduate education, but with some discussion of graduate and professional education and some consideration of forces making for change in the content of education. Topics include: a history of the college curriculum; essays on the humanities, social and natural sciences, the arts; professional education; technology and education; the impact on education of the increasing assumption of problem-solving responsibilities by the universities; and an alternative future for liberal education. Purpose: To discuss and consider substantive changes in education. 1972.

Book edited by Kaysen with essays by noted authors to be published in 1972.

Carnegie Commission on Higher Education.

KEAST, WILLIAM R. Co-Chairman, Commission on Academic Tenure in Higher Education. 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036. (202) 387-6435.

528 *Academic Tenure in Higher Education*

The Commission on Academic Tenure in Higher Education is analyzing data dealing with tenure from research literature, from faculty and institutional policies at a variety of institutions, from written and oral statements by educators and others throughout the country; and from interviews with faculty, students, administrators, and trustees during a series of Commission visits to specific campuses. Purpose: The Commission seeks to explore the basic principles of the tenure system and its practical consequences as presently applied on college and university campuses across the country, giving particular attention to tenure in relation to academic freedom, professional and institutional effectiveness, legal and economic problems, and collective bargaining. It will evaluate alternatives to tenure currently in use or proposed. September 1971–June 1972.

A paperback book planned.

Ford Foundation grant and sponsorship of the Association of American Colleges and the American Association of University Professors, $125,000.

KELLER, MIKE see Hans H. Jenny, 498.

KEENE, T. WAYNE Associate Professor, Office of Academic Services, University of South Florida. Tampa, Florida 33620. (813) 974-2741.

529 *Faculty Workload*

A survey of full-time teaching faculty workload in United States four-year institutions enrolling 10,000 or more students during Fall term of 1970. A stratified random sample of one-third of the faculty within each of 46 selected disciplines completed two-part questionnaires: a first part on ranks, courses taught, course credit, level and enrollment, number of times taught before, type of class, etc.; and a second part on daily tallies of time spent over a one-week period in class contact hours, out-of-class preparation, evaluation, clerical details, travel for off-campus courses, student conferences, research, community service, committee work, departmental administration, and other profession-related tasks. Purpose: To obtain up-to-date workload information across common higher education disciplines during a common time period, to lay groundwork for a model whereby total differential workload by discipline area can be predicted based on an instructional unit measure of load, and to design the model so as to be applicable to resource requirement projection procedures. June 1970–December 1971.

Duplicated report planned.

KELLER, ROBERT J. Professor of Higher Education, University of Minnesota, and Consultant on Higher Education, Ministry of Education and USAID/Korea. American Embassy, APO San Francisco, California 96301.

530 ***Higher Education in the Republic of Korea***

A survey of public and private higher education in the Republic of Korea identifying current characteristics and problems and indicating desirable directions and areas of improvement. Purpose: To provide recommendations for the formulation of government policy for Korean higher education. August 1971–August 1974.

A first status report is expected by Fall 1972.

Ministry of Education, Republic of Korea and USAID/Korea.

KELLEY, ALLEN C. Professor of Economics, Social Science Building, University of Wisconsin. Madison, Wisconsin 53706. (608) 262-3281.

531 ***TIPS: Teaching Information Processing System***

A testing and evaluation system, evaluated in a pilot phase by over 1000 economics students at the University of Wisconsin in Madison. The technique enables an instructor to prepare, administer, and process short, multiple-choice "surveys" of students' knowledge on a regular basis throughout the duration of the course and to obtain information to diagnose and prescribe student progress continuously rather than only at major examinations. Experimental and control evaluation is continuing as measured by course examination scores, student attitudes, enrollments as economics majors, and differential impact on achievement over time. Purpose: To permit an increased level of individualized instruction in the classroom. 1968–ongoing.

"TIPS and Technical Change in Classroom Instruction," paper presented at the annual meeting of the American Economic Association, New Orleans, Louisiana, December 29, 1971.

Esso Education Foundation.

KELLY, M. FRANCES 301 G Street, S.W., Washington, D.C. 20024. (202) 962-1954.

532 ***A Profile of Community College Faculty in Selected Pace-setter States***

A coordinated effort to gather information about the background and attitudes of community college faculty members in California, Florida, Illinois, Missouri, New York, Oklahoma, Oregon, Pennsylvania, Texas, Virginia, and Washington. A specialist knowledgable about the community colleges in each state is summarizing this information, either from existing data or through surveys, regarding the occupational and educational backgrounds of these faculty, their interests, and their opinions toward the preparation of junior college teachers. Purpose: To compile information concerning community college faculties in 11 states. Spring 1970–early 1972.

A monograph or book with chapters on each state.

KELLY, SAMUEL E. Vice President for Minority Affairs, and Director of the Educational Opportunity Program, University of Washington. 1400 N.E. Campus Parkway, Seattle, Washington 98105. (206) 543-6598.

533 ***A Model for Emerging Black Studies Programs***

Six Black Studies programs were investigated regarding their origins, admissions policies, requirements, supportive services, finances, faculty and administrative support, and academic community attitude. Purpose: To develop a model for an Ethnic Studies College and a Black Studies component addressed to the needs of nonminority as well as minority students. March–December 1971.

Ph.D. dissertation, University of Washington.

KEMP, FLORENCE B. Survey Director, Adult and Vocational Education Surveys Branch, National Center for Educational Statistics, U.S. Office of Education. 400 Maryland Avenue S.W., Washington, D.C. 20202. (202) 962-6791.

534 ***Adult/Continuing Education Activities in Institutions of Higher Education, 1970-71***

Survey (OE Number 2300-8) within HEGIS VI distributed to a thousand institutions in higher education, requesting data on the total number of persons registered in courses of instruction in continuing education given under degree credit, nondegree credit, and noncredit programs between July 1, 1970 and June 30, 1971, broken down first by administrative unit, then by discipline division, and then by type of instruction (such as classes and short courses, correspondence and independent study, lecture series, broadcast TV, etc.). Purpose: To determine the characteristics of adult or continuing education activities in institutions of higher education and to obtain estimates of the volume of these activities. Summer 1971–September 1971.

Publication planned.

KENDRICK, S. A. Executive Director of Research and Development, College Entrance Examination Board. 888 Seventh Avenue, New York, New York 10019. (212) 582-6210, ext. 207.

535 *Survey of Test Use*

Telephone survey of 1123 "user" institutions and a follow-up on-campus visit to 320 institutions analyzed by geographical region, type of institution, selection ratio, size, etc. Purpose: To determine how CEEB tests in particular, and tests in general, are used at institutions of higher education in admissions, placement, counseling, etc. November 1970–Spring 1972.

40 Test Use Bulletins are available. Three reports are planned: Description of the Universe; Specific Use of the Achievement Tests; Admissions Procedures. More reports may follow.

College Entrance Examination Board.

KENISTON, KENNETH Professor of Psychology, Yale University. 333 Cedar Street, 307 Institute of Human Relations, New Haven, Connecticut 06510.

536 *Bibliography of Empirical Studies of Youthful Activism in America*

A bibliography of empirical youthful activism studies focused primarily on 1. students, 2. the institution as the unit of analysis, and 3. faculty. The term "empirical" is interpreted broadly, to include essential "clinical" studies of normal groups. Excluded from the bibliography are summary and interpretive articles, narrations of specific protests, and commentaries on the student movement and the counterculture. Purpose: To complete an inclusive and accurate annotated bibliography and an introductory essay on research on student activism and protests. 1971–1972.

A monograph published in the Yale University Press "fastback" series.

KENNEDY, CARROLL E. Professor of Family and Child Development and Head, Research and Evaluation, Center for Student Development, 212 Fairchild Hall, Kansas State University. Manhattan, Kansas 66502. (913) 532-6440.

537 *Integrative Experiences of College Students: The Study of Student Development Project*

A three-year longitudinal study of 200 college students was conducted by means of weekly group meetings, individual interviews, questionnaires, personality inventories, and medical examinations. The multidisciplinary staff from psychology, medicine, family and child development, sociology, education, computer science, and journalism which was involved with this data collection has since devoted its energies to analyzing the data and creating ways of communicating an understanding of student development to faculty, students, parents, and to the community at large. Purpose: To study student experiences and to communicate information regarding student development to the campus, to parents, and to the community at large. September 1967–December 1971.

An annotated bibliography of reports is available, including nine articles, 15 papers on physical and social development and research procedures, 26 issues of *Higher Education Briefs*, and a textbook on human development geared to underclassmen based on the study of student development.

National Institutes of Mental Health in addition to funds from Center for Student Development and from Agricultural Experiment Station. Overall cost approximately $400,000.

KENNELLY, JEAN R. Doctoral Fellow, Higher Education, M213 Miller Hall, University of Washington. Seattle, Washington 98105.

538 *Collective Bargaining in Higher Education in the United States: A National Survey of Incidence, Extent, and Models Apparent among Faculty and Supportive Professional Personnel*

Data has been gathered by questionnaires to the president and a representative faculty member at a ten percent random sample of institutions of higher education. Purpose: To ascertain the incidence of collective bargaining involving faculty and supportive professional personnel, determine the nature of the issues being negotiated, extrapolate models of bargaining, and analyze and interpret relationships suggested by incidence, issues, and models. March 1971–March 1972.

Dissertation planned, University of Washington, plus article indicating implications for collective bargaining in K-12 educational sector.

School Information Research Services, University of Washington.

KERCKCHOFF, ALAN C. Until September 1972: Professor, Department of Clinical Epidemiology and Social Medicine, St. Thomas' Hospital Medical School. London, S.E. 1. After September 1972: Department of Sociology, Duke University, Durham, North Carolina 27706.

539 *Comparative Models of Educational and Occupational Achievement*

The assembling of extant British demographic data on the achievement process, followed by analysis of these data and their systematic comparison with American data already collected. Purpose: To compare the process of social mobility in the two societies by getting some idea of the points in the early part of the son's life cycle (before his final "placement" in the stratification system) at which differences in intergenerational flow occur and to understand what factors bring about such differences. The American work suggests the importance of educational attainment as an intervening variable between origin and destination. September 1971–September 1973.

National Science Foundation.

KERPELMAN, LARRY C. 472 Bay Road, Amherst, Massachusetts 01002. (413) 253-3008.

540 *Validity and Reliability of a Scale to Measure Student Political Activism*

A mail survey of users of the Kerpelman and Wiener Activity Scale, asking them to share their research results. Their information, combined with that already obtained from the investigators' and others' use of the scale, will be analyzed; and the validity and reliability of the scale will be reported. Purpose: To use the Activity Scale with more complete knowledge of its value and applications. September 1971–June 1972.

Activists and Nonactivists: A Psychological Study of American College Students. New York: Behavioral Publications, 1972, in press. A journal article is planned.

U.S. Office of Education.

KERR, CLARK Chairman and Executive Director, Carnegie Commission on Higher Education. 1947 Center Street, Berkeley, California 94704. (415) 849-4474.

541 *Carnegie Commission on Higher Education*

In 1967 the Carnegie Foundation for the Advancement of Teaching established the Commission. The Commission is specifically concerned with eight general subjects: the functions of higher education, structure, governance, innovation and change, demand for higher education, expenditures, available resources for the support of higher education, and effective use of resources. On subjects of urgent public interest, the Commission issues its own reports and recommendations. To obtain information and analyses of the issues pertinent to its mission, it has sponsored a series of research projects by scholars in higher education and the social and behavioral sciences. Purpose: To make a systematic appraisal of higher education and to suggest guidelines for its future development. 1967–1973.

General information about the Commission and its publications is available from the above address. Projects sponsored by the Commission are listed under the Carnegie Commission in the index. Commission reports and recommendations on effective use of resources, governance, technology, and several other topics are forthcoming. A final report will be issued when its deliberations are completed.

Carnegie Corporation of New York.

542 *Students and Society in the United States*

An interpretation of the student movement, given as the Aggrey-Fraser, Guggisberg Lectures at the University of Ghana, Legon, in May 1970. Purpose: To analyze evidence of a world-wide student movement, the special case of student activism in the United States, students as a social force in history, and the implications of the student movement for universities and for society. 1970.

University of Ghana.

543 *Education and National Development*

The Gandhi Memorial Lectures at the University of Nairobi, Kenya, in January 1972. Purpose: Reflections on the role of education in national development from an American perspective, with reference to Gandhi's and Kenyatta's views on education, the forces for national development, and the several revolutions underway throughout the world. 1972.

Gandhi Memorial Academy Society of Nairobi.

544 *Manpower Study*

Studies of labor market adjustments to increasing levels of higher education in the work force and in decisionmaking processes governing the supply of professional graduates. To June 30, 1972.

Volume of 15 essays by noted authorities, *Higher Education and the Labor Market*, to be published in 1972.

KERSTEN, TIMOTHY W. Assistant Professor of Economics, California State Polytechnic College. San Luis Obispo, California 93401. (805) 546-2555.

545 *Public Higher Education in Oregon: Who Gets It? Who Pays for It?*

Net effort, defined as the percentage of income going to higher education, was deduced by income class, and its calculation includes consideration of the intensity of use of public higher education (i.e., the average number of students per family), out-of-pocket costs to provide such education, and the tax support that each income class provides for public higher education via the state. The variance of the net effort over the entire income range describes those groups that are putting forth the greatest effort and may be used to consider whether or not the burden of support is equitable. Alternative means of changing the distribution of the burden are considered, including variable tuition, changes in the tax rate structure, and targeting state subsidies on particular student-family income groups. Also examined is the impact of possible policy changes on total state revenues for public higher education. Purpose: This study examines the question of equity in the financing of public higher education in Oregon by developing relationships between average family income and burden of support to determine the net effort expended by various income classes to utilize higher education. November 1970–February 1971.

A journal article or monograph is planned.

Graduate Student Research Trainee Program, University of Oregon, and Oregon Educational Coordinating Council.

KERSTIENS, GENE Professor of English, El Camino College. Via Torrance, California 90506. (213) 324-6631, Ext. 205.

546 *An Annotated Bibliography of Junior-Community College Learning Assistance Systems*

A search for literature on junior-community college reading/study skills programs, developmental programs, remedial reading and writing programs, learning centers, learning resources centers, survival systems, study skills centers, and other systems related to academic survival and success of otherwise high-risk community-junior college students—and a review of the literature to annotate each piece. Purpose: To provide a current definitive reference and repository for all literature related to junior-community college learning assistance systems.

Junior-Community College Reading/Study Skills: An Annotated Bibliography, International Reading Association, Newark, Delaware, January 1971, 45 pp.; *Directions for Research and Innovation in Junior College Reading Programs*, ERIC/CJC and ERIC/CRIER, Topical Paper No. 18, Los Angeles, California, February 1971, 20 pp. A new edition of the bibliography or a yearly read-out of the literature in an appropriate yearbook or journal or as a special feature of the ERIC system are planned.

KESSEL, VICKI Senior College Program, National Laboratory for Higher Education. Mutual Plaza, Durham, North Carolina 27701. (919) 688-8057.

547 *Administrative and Organizational Systems*

The National Laboratory for Higher Education is attempting to develop a comprehensive model for an Administrative and Organizational Systems (AOS) approach to institutional operations in higher education. The AOS model synthesizes institutional research, organizational development, and information systems, and incorporates mechanisms insuring planned change. Selected institutions are testing the model. Purpose: To help colleges and universities become more open and democratic and thus more responsive to the needs and interests of their constituents.

Kessel, Vicki and Oscar Mink, "The Application of Open Systems Theory and Organization Development to Higher Education: A Position Paper," working paper, 1971.

U.S. Office of Education.

KEVORKIAN, GEORGE Associate Professor of Business Management, Northern Virginia Community College (Eastern Campus). 3443 South Carlyn Springs Road, Bailey's Crossroads, Virginia 22041. (703) 280-4000, ext. 319.

548 *Integrating Courses in Office Machines and Business Mathematics*

Review of available materials and traditional pedagogical methods. Purpose: To combine materials from the separate courses into a new and innovative course, eliminate existing duplication, provide better reinforcement in learning for the student, and provide better use of facilities, time, equipment, and faculty. Spring 1970–ongoing.

A text and student workbook are planned.

KING, ESTELLE H. Associate Professor of Mathematics, Department of Mathematics, Edinboro State College. Edinboro, Pennsylvania 16412. (814) 864-7961.

549 *Open Learning Environment versus Lecture-Recitation Methods of Teaching Mathematics to Non-Science, Non-Mathematics Majors*

Affective and cognitive changes in college students in an open learning environment are being compared with those in a lecture-recitation environment. Changes in the two learning environments also will be studied in relation to social interaction traits and classroom behavior patterns of the subjects, who are members of four classes in "Foundations of Mathematics" at Edinboro State College. Purpose: To determine the relative effects of both teaching styles on mathematics learning. September 1971–June 1972.

Dissertation, University of Pittsburgh.

KING, LAURISTON Marine Policy Program, Woods Hole Oceanographic Institution. Woods Hole, Massachusetts 02543. (617) 548-1400, ext. 289.

550 *The Politics of Higher Education: The Washington Lobbyists*

A systematic study of the Washington lobbyists for higher education—who they are, who they represent, and the particular values and styles they bring to their profession—in the context of the changing relations between higher education and the federal government, the issues that are shaping these relations, and the emerging style of higher education in politics. Purpose: To explore the politics of higher education from the viewpoint of the men and associations who represent higher education in Washington. January 1970–June 1971.

Ph.D. dissertation, University of Connecticut, 1971.

National Science Foundation, Division of Social Sciences.

KING, STANLEY H. Director of Research, University Health Services, Harvard University. 75 Mt. Auburn Street, Cambridge, Massachusetts 02138. (617) 495-2005.

551 *Harvard Student Study*

A longitudinal study of the development of Harvard undergraduates, based on 25 percent random samples of the classes of 1964 and 1965 and the use of an extensive battery of instruments. Purpose: To assess the effects of the college environment and the psychological growth of students during their college years. Analysis of the data is being completed that indicates two basic problems for resolution during the college years—coming to terms with one's parents and thus with other adults, and moving into a period of intimacy with others. Briefer test batteries may be given to samples of Harvard undergraduates during the next several years in order to compare them with students a decade before and learn whether changes have occurred in basic personality processes of students during the decade or merely in life styles. 1958–1971.

John M. Whiteley and Hazel Z. Sprandel, "The Growth and Development of College Students," *College Student Personnel Series* No. 12, American Personnel and Guidance Association, 1605 New Hampshire Avenue, N.W., Washington, D.C. 20036, 1970, $2.50. Manuscripts on personality change during college by Stanley King and on the influences of the Harvard houses and departments by Rebecca Vreeland and Charles Bidwell will be published in 1972.

National Institutes of Mental Health.

KINGSBURY, RALPH D. Institutional Research Assistant, Office of Institutional Research, University of North Dakota. Grand Forks, North Dakota 58201. (701) 777-2168.

552 *Departmental Unit Cost Analysis by Course Level*

An analysis of direct and indirect instructional cost per student credit hour for lower division, upper division and graduate level classes at the University of North Dakota, fall semester 1971-72. Faculty are asked to complete a standard form indicating the percent of time they spend in direct and indirect instruction for each class. This information, along with student credit hours and faculty salaries, is used to arrive at the total instructional cost per student credit hour. Purpose: To assist the University of North Dakota in budget planning and to be able to compare the cost of education with similar institutions. September 1971–January 1972.

Duplicated report planned.

KINSEY, MORRIS Doctoral Student, Michigan State University. 4640 A-3 Building, South Hagadorn Road, East Lansing, Michigan 48823. (517) 351-8885.

553 *The Academic and Psychological Effects of Financial Aids on a Select Group of Black Students at Michigan State University*

Information is being obtained from some 350 of Michigan State's 1400 Black students by interview and questionnaire regarding the effects of different financial aid plans—particularly short-term loans and work-study employment. Academic folders of the students are being reviewed for background data. Purpose: To provide a descriptive analysis of financial aids available to Black students and of the psychological consequences of various forms of financial aid, and thus to recommend new or revised policies related to financial aid. August 1971–May 1972.

Ph.D. dissertation, and journal articles.

KINTZER, FREDERICK C. Associate Professor, Department of Education; Associate Director, Office of Relations with Schools; and Coordinator, Community College Relations, University of California, Los Angeles. 405 Hilgard Avenue, Los Angeles, California 90024. (213) 825-2621 and 825-4941.

554 *Evaluation and Application of Community College Transfer Credits and Courses by Senior Colleges and Universities in the Fifty States and Canada*

A survey of the problems in providing ease of transfer for junior college students, including admission patterns, advising and counseling of transfer students, transfer of grades and credits, and other interrelated policies and practices. Purpose: To aid statewide and regional planning for better articulation between junior and senior colleges or universities. 1969–September 1973.

ERIC Clearinghouse for Junior Colleges, Topical paper No. 15, available; final report planned for publication 1973-74.

ESSO Education Foundation.

KIRSCHLING, WAYNE Research Associate, Research Unit, National Center for Higher Education Management Systems at WICHE. P.O. Drawer P, Boulder, Colorado 80302. (303) 449-3333.

555 *Analysis of Financing Plans for Higher Education*

The development of viable approaches for providing federal financial support to students, institutions, and/or states is a pressing problem in higher education. Purpose: The objective of this project is to develop and evaluate financing plans that are consistent with the needs of higher education, and are oriented to its goals. The project attempts to evolve general principles and techniques applicable to the development and implementation of financing plans. Initially it is directed toward a specific general assistance plan for states and institutions and involves testing and evaluating various mechanisms for disbursing federal support, such as plans to provide general assistance to higher education by assisting those states and institutions which support higher education to a larger relative extent than their associated economic capacity to do so. Various disbursement formulas will be studied, institutional and state data will be utilized to evaluate the various alternative plans, and the strengths and weaknesses of each financing alternative tested will be documented. The theoretical aspects of financing plans will be developed in a research paper, and the research will be expanded to include an identification of the financial needs of higher education. Ongoing.

Ford Foundation grant to NCHEMS at WICHE for the Research Unit.

556 *Student Flow*

This research is related to the Student Flow project in NCHEMS' Development and Applications Unit (see Warren W. Gulko) and aims to advance the state-of-the-art in student flow analysis. Its first phase of the research is directed toward a generalization of such concepts as student cohorts, transitions, transition events, and states-of-the-system; encompasses a review of the literature; and will result in a research report that develops the idea of a generalized student flow model. Purpose: An analysis of the predictive capabilities of various formulations of student flow models will then be undertaken, and these findings will be integrated into the Student Flow, RRPM, and Statewide Planning and Management Systems projects of NCHEMS. Ongoing.

Ford Foundation grant to NCHEMS at WICHE for the Research Unit.

KLAHR, DAVID Director, Educational Research and Development Unit, Graduate School of Industrial Administration, Carnegie-Mellon University. Pittsburgh, Pennsylvania 15213. (412) 621-2600, ext. 420.

557 *Improvements in Educational Efficiency*

The Educational Research and Development Unit of Carnegie-Mellon's Graduate School of Industrial Administration is seeking to identify elements that facilitate the introduction of major improvements in educational efficiency through several sub-projects: 1. a computer based curriculum generator, to be used to prescribe individualized curricula based upon the student's goals and profile, and the structure of knowledge in the field; 2. a study of student and faculty attitudes and expectations about educational approaches and student motivation; 3. a study of some fundamental cognitive processes involved in learning; and 4. development of evaluation techniques ranging from aggregate input/output to comprehension measures. Purpose: To develop efficient improvements in pedagogic techniques. July 1969–June 1974.

Graduate School of Industrial Administration working papers: "First Annual Report to the Ford Foundation," December 1970; with S. Evans, "An Educational Assembly System for Student Executed Educational Design," October 1971. Series of articles in appropriate journals planned.

Ford Foundation, $60,000 per year for five years; IBM, $50,000 per year for two years.

KLEIN, DONALD see John Israel, 491.

KLINGELHOFER, E. L. Visiting Research Psychologist, **K. PATRICIA CROSS** Research Educator, and **RODNEY J. REED** Assistant Research Educator, Center for Research and Development in Higher Education, University of California, Berkeley. 2150 Shattuck Avenue, Berkeley, California 94704. (415) 642-0959.

558 *Equalizing Educational Opportunities through Relevant Programs*

Educational programs and services are being evaluated through pre- and post-program assessment of students' performances using both survey questionnaire methods and interview procedures. Initially a small group of programs—peer counseling, peer tutoring, and computer-assisted instruction— is being studied in a variety of institutions. Later, additional programs aimed at educationally and economically disadvantaged students in other institutions will come under scrutiny. The needs, characteristics, attitudes, and values of these students have been compiled from reviews of existing research. Purpose: These are a series of coordinated research projects designed to identify and characterize educational programs and services—remedial, counseling, and curricular—that efficiently and sensitively serve "new students" to higher education.

Paul Christensen, *et. al.*, *Survey of Ethnic Studies Programs*, Center for Research and Development in Higher Education, 1970; Algo D. Henderson and Natalie B. Gumas, *Admitting Black Students to Medical and Dental Schools*, CRDHE, 1971; K. Patricia Cross, *New Students to Higher Education*, San Francisco: Jossey-Bass, Inc., 1971. A series of occasional papers, monographs, and books summarizing results of individual investigations or findings on research themes is planned.

U.S. Office of Education.

KNOS, DUANE see Richard B. Ford, 345.

KNOX, ALAN B. Professor, College of Education, University of Illinois at Urbana-Champaign, Urbana, Illinois 61801. (217) 333-4961.

559 *Educative Activity by Noncollege Bound Young Adults*

An exploratory study of factors relating to young adults in adult education programs. Through interviews of noncollege bound young adults aged 15 through 25 in two metropolitan areas in the Northeast and an urban and a rural area in the Midwest, educative activity and related characteristics were found to be unrelated to geographic area, but correlated with various personal and situational characteristics, including an abundant home environment, extent of organizational participation, extent of reading, reading as a desired job characteristic, and thoughtfulness. Ways to increase the effectiveness of adult education for young adults are given. Purpose: To provide vocational education advisers a basis for more effective encouragement of young adults to continue part-time educative activity by identifying correlated personal and social characteristics. 1970.

"Factors Related to Educative Activity by Noncollege Bound Young Adults," 65-page duplicated report published November 1970. Full technical report of 1166 pages available from author.

Bureau of Research, U.S. Office of Education.

KOEHLER, W. F. Dean of Programs, Code 021, Naval Postgraduate School. Monterey, California 93940. (408) 646-2291.

560 *Free Curricular Enterprise Model*

An academic model based upon the concept that those who choose courses have freedom to choose within bounds, while those who supply courses have freedom to operate competitively. Purpose: To provide a skeletal description of a model and its operation which can be fragmented, synthesized, and/or adapted to provide more effective teaching, more effective counseling, and more relevant curricular programs. January 1964–January 1972 for completion of Phase I.

Naval Postgraduate School Report, "Providing for Timely Curricular Changes in Master-Level Programs," and briefer version for publication in a recognized journal.

KOEN, FRANK M. Associate Professor of Psychology, The University of Michigan. 255 City Center Building, Ann Arbor, Michigan 48108. (313) 764-7258.

561 *Effects of Pass-Fail versus Conventional Grading on Content Acquisition, Development of Intellectual Skills, Attitude Change, and Admission to Graduate Programs*

The study is being conducted in an introductory course in psychology. All students entering the course completed a pre-instructional questionnaire on reasons for electing the course, attitudes toward the locus of class control (teacher vs. student), attitude to grading options, and other academic data. In the second week a random sample of students from each of the 43 sections took a content, social attitude, and intellectual skills test; and in the last two weeks a matched test was given the same students. At term-end, students responded to a questionnaire on such dimensions as sense of self-direction, relevance of the course to personal concerns, opportunity to follow own interests, amount of feedback, identification with the discipline, and "final" attitude on grading preferences. Phone contact with faculty on Graduate Admissions Committees of several departments will obtain data on probable effects of Pass–Fail grades on admission to graduate departments. Purpose: To obtain objective data on the major asserted advantages and disadvantages of the Pass-Fail grading option. September 1970–October 1971.

Article in professional journal planned.
Department of Psychology.

562 *Research and Development Program to Develop College Teaching*

A cooperative activity between Departments of Botany, History, Philosophy, Physics, and Psychology and the Center for Research on Learning and Teaching, providing systematic help and guidance to new teaching fellows, with experienced teaching fellows used in consulting and advising roles. The Center for Research on Learning and Teaching serves as an information and coordination channel, studying procedures for evaluating programs, for transferring benefits to other units, and for developing a general model that will be widely applicable. Purpose: To determine the essential components, qualities, problems, and benefits of systematic training in teaching for teaching fellows. May 1967–April 1972.

"Natural History of the Michigan College Teacher Training Program; 1967-1971." Article in professional journal planned.

Danforth Foundation.

563 *Teaching and Learning in the College of Engineering, The University of Michigan*

A continuing consultantship, surveying and analyzing the teaching-learning activities and climate in the College, including suggesting and participating in the design and implementation of activities such as workshops for teaching fellows, surveys of students who, after admission, do not elect to continue in the College, and analysis of admissions criteria in the light of faculty perceptions of the "good student." Purpose: To make more salient to the faculty and students of the College its dedication to excellence in teaching, and to improve the educational benefits of the College for the students and society. September 1971–ongoing.

Articles in professional journals planned.

Improvement in Writing through the Use of a Systematic Heuristic Procedure in the Pre-Writing Phase, see Richard E. Young, 1113.

KOHLER, EMMETT T. Director of Institutional Research, Drawer EY, Mississippi State University. State College, Mississippi 39762. (601) 325-4624.

564 *Application of Nominal Grouping Technique to Research on Instructional Problems*

Opinions are being gathered independently from random samples of students and faculty at Mississippi State University. Purpose: The Nominal Grouping Technique is being utilized to gain a consensus of opinion about instructional problems and solutions to these problems. May 1971–January 1972.

Paper at 1972 Institutional Research Forum planned.

KOLB, DAVID A. see Edgar Schein, 873.

KOMAROVSKY, MIRRA Professor of Sociology, 402 Lehman Hall, Barnard College, Columbia University. New York, New York 10027. (212) 280-5012.

565 *Masculine Role Strains*

Strains in the masculine role were studied through interviews, four survey schedules, and two psychological tests (California Personality Inventory and Gough Adjective Checklist), with a random sample of 62 college juniors. Purpose: To formulate a theoretically coherent classification of masculine role strains; discern modes of adaptation and maladaptation to various strains; and develop hypotheses as to factors associated with the strains as well as with reactions to them. 1972.

Book planned for 1973.

U.S. Public Health Service.

KOMMERS, DIANE W. see Edgar H. Schein, 873.

KRAMER, GEORGE T. Graduate Research Assistant and Nonresponse Project Director, Room 207 Collins Building, State University System of Florida. Tallahassee, Florida 32304. (904) 599-5435.

566 *Respondents and Nonrespondents Among Florida Twelfth-Graders in Reporting their Post High School Plans*

An analysis of information collected via standardized interview techniques from two groups each of approximately 400 randomly selected students who had taken the statewide administered twelfth-grade tests. Group I completed all of the items on the questionnaire portion of the tests while Group II failed to complete the same items. The researcher traveled to each of the schools in the sample and interviewed 770 students. The data from each group will be analyzed and profiles will be constructed for each group. Purpose: To determine the effectiveness of the instrument to ascertain the postsecondary plans of twelfth-graders. December 1971–April 1972.

Dissertation (Florida State University), two articles, and perhaps a book are planned.

KRAMER, MARLENE Associate Professor, School of Nursing, San Francisco Medical Center, University of California. San Francisco, California 94122. (415) 666-2561.

567 *Anticipatory Socialization and Chosen Work Locale*

Evidence is mounting that collegiate graduate nurses experience a high degree of reality shock and role deprivation upon initial employment in hospitals. This study assesses the effects of a three year Anticipatory Socialization program for collegiate nurses, based on the theory that dealing with realities of professional-bureaucratic work and its resultant conflict will cause graduates to experience less reality shock and role deprivation upon employment. Purpose: To determine whether a higher percentage of these nurses will remain in a hospital work locale than a similar group not exposed to such a program. To June 1973.

Kramer, Marlene and Constance Baker, "The Exodus: Can Nursing Afford It?" *The Journal of Nursing Administration*, 1:3 (1971) 15-30. Paperback book planned.

National Institutes of Health.

KRESS, GERARD C., Jr. Director of Dental Education Research, Harvard School of Dental Medicine. 188 Longwood Avenue, Boston, Massachusetts 02115. (617) 734-3000, ext. 2268; in collaboration with STANLEY JACOBS, University of Pittsburgh.

568 *Teaching a Dental Psycho-Motor Skill*

A study of three methods of teaching the task of cutting a cavity preparation in a dental block: a discovery method, "forward sequencing," and "backward sequencing." Forty-two graduate students in education were the subjects. No significant differences in quality of the preparations by method used were found, although females were slower than males. Purpose: To test the "backward sequencing" method, which has been recommended for teaching skills but which has received little research in human learning. 1969–1971.

A brief report in the *Journal of Dental Education* planned.

In part, Division of Dental Health, U.S. Public Health Service.

KROEGER, FRED Director, Two-Year College English, EPDA Fellowship Program, Illinois State University. Normal, Illinois 61761. (309) 436-6785.

569 *Humanities Courses in Junior/Community College Occupational Education*

A questionnaire survey was mailed to heads of technical education divisions or instituional research directors in every junior/community college in the United States offering occupational courses. The results will be tabulated and analyzed along with syllabi and course descriptions. Purpose: The AAJC has identified over 300 different occupational curricula. Very little is known about the humanities or general education courses in these curricula. The survey will find out what these courses are and who teaches them, the appropriateness of the courses for the curricula, innovations and fresh ideas, how to train junior college teachers for these courses, as well as to encourage graduate students to enter junior college teaching. A national meeting of educators interested in occupational education, might be called to discuss the data and make further analyses, and might provide recommendations with a wide ranging effect. This information would also encourage publication of textbooks for these courses. June 1970–February 1972.

Files University Research Committee, Dean of the Graduate School, soon in ERIC. Articles in *AAJC Journal* and *Technical Education News*, 1972; monograph, 1972.

American Association of Junior Colleges and Illinois State University Research Fund.

KUCH, PETER J. Lecturer in Economics, Department of Economics, University of Western Ontario. London 72, Ontario. (519) 679-3011.

570 *An Education Planning Model for West Central Minnesota*

A dynamic multi-period linear programming model has been developed which maximizes the net/social benefits generated by the educational system. The benefits generated by any educational activity are assumed to be the present value of increased lifetime earnings that can be expected to accrue to a graduate of that activity. Purpose: To develop a methodology for planning simultaneously the future curricular offerings and admission levels for all of the institutions of higher learning serving a specific region. August 1970–June 1972.

Economic Development Division, Economic Research Service, U.S. Department of Agriculture; and The University of Minnesota.

KULICK, JAMES A. Assistant Professor and Research Scientist, Center for Research on Learning and Teaching, The University of Michigan. 109 East Madison, Ann Arbor, Michigan 48104. (313) 763-0161.

571 *Undergraduate Education in Psychology*

Survey data were collected by questionnaire, from published directories and guides to American colleges, and from college catalogs, and site visits were made to 17 schools in this country and to a number of British schools. Purpose: To determine the current status of the teaching of undergraduate psychology, by analyzing current psychology offerings with their philosophies and goals, and student characteristics, as they relate to institutional variables and social need. July 1969–December 1971.

Abstract of Final Report, Conclusions and Recommendations, Report on the Project–APA Symposium. Book planned.

American Psychological Association.

Evaluation of the Residential College of the University of Michigan, see Donald R. Brown, 140.

KURITZ, HYMAN Professor of History of

Education, School of Education, State University of New York at Albany. Albany, New York 12203.

572 *Education and Order in Eighteenth-Century America*

An historical study of the controversies over curriculum, educational policy and structure in colleges and universities as they related to questions of quality and style of leadership in eighteenth-century life. Purpose: To understand the relationship of education to development in terms of: 1. the training of newly-formed elite groups and a labor force at either end of the socioeconomic spectrum; 2. the process of acculturation in dealing with sectional and ethnic groups; and 3. the creation of a distinctive social order as America moved toward nationalism and political independence. Ongoing.

Book planned.

KUTCH, DENIS P. Consultant for Community College Planning, Napa College. 2277 Napa-Vallejo Highway, Napa, California 94558. (707) 255-2100, ext. 20.

573 *An Integrative Model for the Comprehensive Programming of Community College Facilities*

A conceptual model, emphasizing the integration of educational and physical design criteria, was developed and was then made operational in the programming of a specific college facility. Four colleges were examined as case studies and general comparisons were drawn. Purpose: To provide 1. material for the literature in the area; 2. a view as well as a mechanism for integrative programming; and 3. a means for a more rational development of the physical and educational environment. June 1970–September 1972.

Academic and Facility Programs for Physical and Recreational Education at Napa College(ERIC ED 038 960). Dissertation and summary journal articles.

U.S. Office of Education Training Fellowship.

KYBETT, B. D. Department of Chemistry, University of Saskatchewan. Regina, Saskatchewan. (306) 584-4261.

574 *Computer Assisted Instruction Using Electronic Calculators*

The development of computer assisted instruction techniques using relatively cheap electronic calculators. Purpose: To help the student relate his basic science training in physical chemistry to the investigation of "real" problems. May 1970–ongoing.

With D. Gartner, "Computer Assisted Instruction with the Wang 700," *Programmer* 5:8 (October 1971).

KYTE, ALVIN R. Doctoral Candidate, Division of Higher Education, University of California, Berkeley. Berkeley, California 94720.

575 *The Effects of Liberalism and Institutional Status on Perceptions of Student Participation in University Government*

A questionnaire survey of samples of students, faculty members, and administrators from a large, public university campus analyzed two independent variables, liberalism and institutional status, in relation to a single dependent variable, perceptions of how much participation students should have in university government. It was hypothesized that both liberalism and seniority position are significantly related to perceptions of how much governance participation students should have. Purpose: To account for the difficulties students report in attempting to increase their roles in university government. 1969–March 1972.

Dissertation planned.

LADD, EVERETT C., Jr. Professor of Political Science and Director, Social Science Data Center, Box U-164, University of Connecticut, Storrs, Connecticut 06268, (203) 429-3311, ext. 1440 and 1554; and SEYMOUR MARTIN LIPSET Professor of Government and Sociology, William James Hall 580, Harvard University, Cambridge, Massachusetts 02138, (617) 495-3896.

576 *Social and Political Opinions and Behavior of American Faculty*

Using data from the Carnegie Commission on Higher Education Spring 1969 survey of 60,000 professors in 303 institutions, various techniques of multivariate analysis have been utilized relating professorial views on national and international political issues and on student activism with data on social background, professional specialization, activities, and achievements. Purpose: To provide a clearer understanding of the sociopolitical orientations of American academics as a "skill commonwealth" strategically placed in the political process. February 1970–Spring 1972.

"Politics and Polarities: And What Professors Think," *Psychology Today*, 4:6 (November 1970) 49-51 ff; "The Divided Professoriate," *Change*, 3:3 (May-June 1971) 54-60; "American Social Scientists and the Growth of Campus Political Activism in the 1960's," *Social Science Information*, 10:2 (April 1971) 105-120; "Jewish Academics in the United States: Their Achievements, Culture and Politics," *American Jewish Yearbook*, (1971) 89-128; "The Politics of American Political Scientists," *PS*, 4:2 (Spring 1971) 135-144; "College Generations—From the 1930's to the 1960's," *The Public Interest*, 25 (Fall 1971) 99-113. (reprinted in *New Society*, October 7, 1971, and in a longer version, forthcoming in a book based on a recent issue of *The Annals*); "As Students Age...," *The New York Times*,Op-Ed. page, October 22, 1971; Lipset, "The Politics of Academia," in David C. Nichols (Ed.), *Perspectives on Campus Tensions*, Washington: American Council on Education, 1970, pp. 85-118; "Politics of Academic Natural Scientists and Engineers," forthcoming 1972 in *Science*; "The Politics of American Sociologists," *American Journal of Sociology*, forthcoming 78 (July 1972). Two books planned: one on social scientists and one on faculty in general.

Carnegie Commission on Higher Education.

LAMSON, GEORGE Assistant Professor of Economics, Carleton College. Northfield, Minnesota 55057. (507) 645-4431, ext. 473.

577 *Income Contingent Loans*

A study of the feasibility of an income contingent lending program at Carleton College. Data will be collected from the Census Bureau on earning profiles (corrected for Carleton Students with Placement Bureau data) and through a questionnaire survey of potential borrowers. Purpose: To determine both the ultimate solvency of an income contingent loan program and its interim cash flows and debt accumulations. April 1971—January 1972.

Income Contingent Loans: Conceptual and Applied Framework for the Small College, Midwest Association of Student Financial Aid Administrators, January 1972.

LANGLOIS, ELEANOR Senior Administrative Analyst, Office of Institutional Research, Room 210, Building T-8, University of California, Berkeley. Berkeley, California 94720. (415) 642-5743.

578 *Graduate Attrition at Berkeley*

A survey of graduate students who left Berkeley at the end of the spring or summer quarters of 1968 without achieving their degree objectives, to determine, if possible, their reasons for leaving. The survey includes some background data on the students. Purpose: To determine if the draft was responsible for any substantial proportion of graduate attrition and, more generally, to provide data on graduate attrition at Berkeley using as a source something other than the students' formal petitions for withdrawal. October 1968—December 1971.

Mimeographed report.

LANKFORD, F. G., Jr. Professor of Education and **ALTON L. TAYLOR**, Associate Professor of Education and Assistant Director, Office of Institutional Analysis, University of Virginia. Charlottesville, Virginia 22903. (703) 924-3417.

579 *Plans and Achievement Characteristics of Top-Quarter Seniors in Virginia Public High Schools*

Seniors enrolled in the public high schools of Virginia were surveyed during May 1970 on their plans after graduation. The top-quarter graduates were examined in relation to sex, type of high school attended, type of activity planned beyond high school, and selected achievement measures. Purpose: To identify plans and ascertain the reasons of those in this highly selective group who were not planning to attend college. Completed July 1971.

Two-part duplicated report (Plans, and Achievement Characteristics) available from the Office of Institutional Analysis.

580 *Virginia College and University Student Migration*

Data were obtained from the U.S. Office of Education for analysis of college student migration. The State of Virginia was compared with bordering states and others which appeared to have a significant impact on college student migration in and out of Virginia. Purpose: To attempt to identify significant relations affecting college student migration patterns in Virginia. Completed January 1971.

Report available in Institute of Government Newsletter, Institute of Government, University of Virginia, Charlottesville, Virginia 22903.

LARKIN, PAUL G. Director of Institutional Research, Prince George's Community College. 301 Largo Road, Largo, Maryland 20870. (301) 336-6000.

581 *The Status of Institutional Research in Selected Maryland Community Colleges*

Survey and Delphi techniques are being used to assess the status and direction of institutional research activities. Purpose: To permit the attainment of collective and individual goals; to reflect status and trends of higher education in Maryland, as well as problems and efforts at solutions; to clarify the place of institutional research in the context of college administration; to supply insights into training needs; and to serve as an information resource for a statewide association of institutional research professionals. September 1971–December 1972.

Mimeographed report, papers, and journal article planned.

LASELL, MEL Administrative Planning Analyst, Office of Planning and Institutional Analysis, Texas Agricultural and Mechanical University. College Station, Texas 77843. (713) 845-3835.

582 *Comprehensive Management Operation System*

A simulation model to analyze several aspects of university management was developed, with particular emphasis on a Teaching Program Analysis. Purpose: To develop analytical and managerial systems approach techniques with maximum use of the computer. 1969–July 1972.

"Guidelines for Planning in Colleges and Universities" (five volumes); "Computer Assisted Planning in Colleges and Universities." Both available from Office of Planning and Institutional Analysis, Texas Agricultural and Mechanical University. Occasional reports planned.

LASHER, HARRY J. see Karl E. Vogt, 1030.

LASHER, WILLIAM F. Assistant Director, Office of Institutional Research, 6080 Administration Building, The University of Michigan. Ann Arbor, Michigan 48104. (313) 764-9254.

583 *College Governance in Ten Professional Schools at the University of Michigan*

All faculty members were asked questions on patterns of influence, involvement, and satisfaction as they relate to certain areas of decisionmaking in their schools. These variables will be related to the individual's organizational commitment and the administrative style of his dean. Purpose: To analyze decisionmaking patterns and mechanisms and to identify factors that would improve the processes of governance. January 1970–Spring 1972.

Some journal articles planned.

LASS, SANDRA L. see Stephen Abrahamson, 4.

LAVIN, DAVID E. Director of Open Admissions Research, City University of New York. 535 East 80th Street, New York, New York 10021. (212) 360-2101.

584 *Open Admissions at the City University of New York*

A continuing evaluation of the first two cohorts of freshmen entering the various campuses of the City University under its new open admissions policy. The study focusses on student characteristics at entrance, subsequent academic performance, the effects of different styles of open admissions, and the effects of the new policy upon faculty. Purpose: To provide data that will be useful for subsequent educational decisionmaking within the City University, and for other institutions contemplating open enrollment policies. Summer 1970–1975.

Articles in professional journals and ultimately a monograph summarizing the results of the overall project.

City University of New York and Esso Education Fund, $75,000 per year.

LAWRENCE, BEN Director, National Center for Higher Education Management Systems at WICHE. P.O. Drawer P, Boulder, Colorado 80302. (303) 449-3333.

585 *Higher Education Management Systems*

The National Center for Higher Education Management Systems at WICHE aims to improve the ability of institutions and agencies of higher education throughout the nation to plan and manage their activities by enhancing their ability to exchange and report comparable information, promoting the development of various aids to more knowledgeable resource allocation, and assisting them in implementing these products through a variety of training seminars and materials. NCHEMS is organized along functional lines into three major divisions to accomplish this goal: Research (Robert A. Wallhaus, director); Development and Applications (Warren W. Gulko, director); and Training and Implementation (Robert A. Huff, director). Common sets of compatible data elements, beginning with data required to derive costs of instructional programs by level of students and course and field of study, are being developed and agreed on by participating agencies and institutions for use in the development and maintenance of their respective management information systems. June 1969–ongoing.

Major NCHEMS research and development projects are listed in the index under National Center for Higher Education Management Systems at WICHE. *Management Information Systems: Their Development and Use in the Administration of Higher Education* is out of print; but *Why Planning, Programming Budgeting Systems for Higher Education?* at $1, *Focus on MIS* at $1.50, *Compatible Management Information Systems* (Technical Report No. 1) at $1, and *An Approach to Planning and Management Systems Implementation* at $1 are available from NCHEMS at WICHE.

Division of Higher Education, National Center for Higher Educational Research and Development, U.S. Office of Education. For Research Unit, Ford Foundation.

LAWSON, DONALD F. Director of Institutional Research and **FRANK I. JEWETT** Professor of Mathematics, Humboldt State College. Arcata, California 95521. (707) 826-3364.

586 *Analytic Models for Academic Planning*

Applicable analytic models of resource usage and their utility at Humboldt State College are being assessed, including the Induced Course Load Matrix, Induced Faculty Load Matrix, and the Resource Requirements Prediction Model. Purpose: To understand and use resources at colleges and universities better. 1969–ongoing.

Lawson and Jewett, "An Input-Output Model of Humboldt State College," July 1969; Jewett, *et al.*, "The Feasibility of Analytic Models for Academic Planning," September 1970; Lawson, *et al.*, "A Pilot Test of the Resource Requirements Prediction Model at Humboldt State College," October 1971. Periodic reports from the Office of Institutional Research planned.

LEEMON, THOMAS A. Associate Professor of Higher Education, Box 101, Teachers College, Columbia University. New York, New York 10027. (212) 870-4891.

587 *The Rites of Passage in a Student Culture: A Study of the Dynamics of Transition*

A description of the structure and process of transition in a student culture by applying concepts and methods of anthropology to a collegiate setting in order to gain understanding and insight into social and cultural dynamics that bear on student development. Specific attention is given to the analysis of interaction in the events that comprise the ritual series, and the structures and processes that distinguish these periods of transition from others. Purpose: To provide a complete description of the initiation rites in a college social fraternity.

Publication planned for Autumn 1972 by Teachers College Press.

LEFEBVRE, RENÉ see Guy Stringer, 973.

LEIBERT, ROBERT E. Associate Professor of Education, Reading Center, University of Missouri-Kansas City. Kansas City, Missouri 64110. (816) 276-1541.

588 *Establishing Criteria for Instructional Placement on the Basis of Performance on the Adult Informal Reading Test and a Standardized Test*

Subjects are randomly assigned to an instructional level based on one of three variants of performance criteria. Participants of an adult education summer institute are collecting data on test criteria, material difficulty, and rate of progress, for interpreting the informal test results. From the analysis of these data the most powerful criteria will be field tested with about 500 adults in typical classroom conditions. Purpose: To identify specific performance criteria for interpreting a previously-developed individual reading test for adults in order to permit adult basic education teachers to ascertain the difficulty of material most suitable for instruction of each adult. September 1971–September 1972.

Publication of summary of criteria and major findings of the study is planned.

U.S. Office of Education, Bureau of Adult, Vocational and Library Programs, $20,000.

LELONG, DONALD C. Director, Office of Institutional Research, 6074 Administration Building, The University of Michigan. Ann Arbor, Michigan 48104. (313) 764-9254.

589 *College Resources Analysis System (CRAS)*

CRAS is a computer-based information system, with highest priority given to assessing the direct personnel costs of programs by identifying the allocation of faculty salaries to programs. At present, two cost analysis methods are in operation. One allocates total faculty salaries to instruction, research, and public service programs on the basis of faculty reports of effort expended; the other allocates general fund salaries to credit instructional activities only. Purpose: To generate comprehensive information about the allocation of all resources to the programs of each academic unit within the University. Fall 1969–ongoing.

Intra-university reports have been distributed to the academic units. A description of the system is currently available.

LENNING, OSCAR T. Assistant Director, Research Services Department, Research and Development Division, The American College Testing Program. P.O. Box 168, Iowa City, Iowa 52240. (319) 351-4470.

590 *The Many Faces of College Success and Their Nonintellective Correlates: A Review of the Literature through the Decade of the Sixties*

After about 3000 references and short summaries of each were recorded on evaluation sheets, the sheets were sorted into 20 piles, each representing a category of college success. Since "persistence and grades" included over half the references, it was further divided into 17 predictor-type categories. Using these as guides, a comprehensive search of the literature commenced to find references to as many post-1957, pre-1970 studies as possible which have related student nonintellective factors to some type of college success. Only post-1963 articles are to be included in the literature review for grades and persistence. Purpose: To stimulate thinking concerning college success; to give readers a "feel" for the research that has been done; to provide some new insights into college students and college effects; and to provide sources of information for each success area. October 1967–1973.

An ACPA monograph in 1972 will list the bibliography and give selected annotations. An end-of-project book that integrates, summarizes, and discusses the project findings will probably be published in 1973.

The American College Personnel Association helped to initiate the project. The majority of the funding has been provided by The American College Testing Program.

LENNSTROM, HENRY W. Dean of Instruction, Lower Columbia College. Longview, Washington 98632. (206) 425-6500.

591 *The Status of Independent Study Programs in Junior Community Colleges*

Questionnaires relating to the status of independent study in two-year colleges were mailed to a random set of community junior colleges in states west of Chicago, with a follow-up on-campus investigation of a selected sub-set of the respondents. The questionnaire returns have been tabulated and a summary is being prepared for publication. May 1971–June 1972.

Dissertation, University of Washington.

LESLIE, DAVID W. Assistant Professor and **KENNETH P. MORTIMER** Assistant Professor and Research Associate, Center for the Study of Higher Education, 4 Willard Building, The Pennsylvania State University. University Park, Pennsylvania 16802. (814) 865-8367.

592 *Variability in Faculty Perceptions of the Legitimacy of Governance in Nine Pennsylvania Institutions: A Comparative Study*

A questionnaire survey of faculty members' perceptions of legitimacy in three public universities, three state colleges and three community colleges in Pennsylvania, using analysis of variance as the principal analytic technique. Purpose: To determine whether individual institutions, type of institution or issue were significant variables in faculty perceptions of legitimacy. February 1971–Spring 1972.

Dissertation (Leslie) completed December 1971. Findings will be integrated with those of other projects and published in monograph form by the Center for the Study of Higher Education, The Pennsylvania State University.

LESLIE, LARRY L. Associate Professor and Research Associate, Center for the Study of Higher Education, 4 Willard Building, The Pennsylvania State University. University Park, Pennsylvania 16802. (814) 865-8366.

593 *Goals and Ambivalence: Faculty, Values, and the Community College Philosophy*

A mail questionnaire, designed to reflect the major components of the community college philosophy, was sent to a random sample of 100 faculty members in each of the three two-year college categories (junior colleges, community colleges, and Commonwealth campuses) in Pennsylvania. Purpose: To measure the extent to which faculty members support the mission of their institution and the magnitude of differences among the faculty members of the three types of two-year colleges, and to compare other demographic variables. November 1970–November 1971.

Center Report and journal publication.

594 *Exceptional Graduate Admission at The Pennsylvania State University*

Students who were accepted into the Graduate School with less than the formerly required academic record, those who met this standard but were below that of the admitting department, and those who met or exceeded department standards were compared after one year of graduate work. Faculty members well acquainted with the students filled out a modified versions of the Graduate School's Recommendation Report to assess the current performance of each student. Comparisons were university wide, by college, and by academic department. Purpose: To compare the success of students admitted under exceptional admissions guidelines with those who met the normal admission criteria. September 1970–January 1972.

Center Report planned.

595 *Social Expectations, the Professions and Professional Education*

Education in eight professions–agriculture, architecture, business, engineering, law, medicine, social work, and teaching–are being examined in light of society's needs and expectations vis-a-vis the professions. Societal demands are being identified through review of the books, professional journals, and documents such as catalogues, course syllabi, and congressional reports, and by interviewing professional school faculty and public spokesmen. Direct measurement techniques, such as time sampling, time budget analysis, participant observation and record examination will be conducted in individual avant garde professional schools. Purpose: 1. to identify changing public expectations and needs in regard to professional services; 2. to identify facets of professional education that may be related to these professional behaviors; and 3. to examine pioneering professional schools which are seeking solutions to these changing societal expectations. September 1971–September 1973.

During the summer of 1972 an interim report on the first two objectives of the study will be issued by the Center for the Study of Higher Education. A book or monograph is planned.

LEVIN, SIMON Associate Professor of Applied Mathematics, B-28 White Hall, Cornell University. Ithaca, New York 14850. (607) 256-3598.

596 *Mathematics for Biological Scientists*

A new course provides students with aids such as supplementary texts, articles, external props, films, and the interactive computer (to teach students how to use the computer and to serve as a visual aid to understanding the course material), to draw biology students into a better understanding and enjoyment of mathematics and a knowledge of how it is used to solve biological problems. Purpose: To develop qualitiative understanding of mathematics and its relationship to biology and to teach students to think in mathematical terms. September 1971– June 1972.

A new textbook uniting mathematics and the biological sciences and a final evaluation are planned.

Center for Improvement of Undergraduate Education, Cornell University.

LEVY, MAURICE see William Chew, 197.

LEVY, STANLEY R. Associate Dean of Students and Assistant Professor of Higher Education, 310 SSB, 610 East John, University of Illinois at Champaign/Urbana. Champaign, Illinois 61820. (217) 333-1302.

597 *Administrative Behavior*

A survey questionnaire was sent to general academic administrators and student personnel administrators at the University of Illinois at Champaign/Urbana and will be sent to all state colleges in Illinois. Purpose: To determine the nature and extent of administrative activities; to develop a means for evaluating administrative performance; and to define new ways in which colleges can administer themselves more efficiently and effectively. Winter 1971–ongoing.

Articles planned for professional journals.

LEWIS, G.H. Associate Professor of Sociology in the School of Urban and Public Affairs and the Graduate School of Industrial Administration, Carnegie-Mellon University. Pittsburgh, Pennsylvania 15213. (412) 621-2600, ext. 459, 118, or 206.

598 *College Selection*

The development of a policy relevant decision-theoretic model of the process of choosing an undergraduate institution. Purpose: To aid in more efficient college recuiting. October 1971–August 1973.

Monograph planned.

LEWIS, JUSTIN C. Study Director, Science Education Studies Group, Division of Science Resources Studies, National Science Foundation. 1800 G Street N.W. Washington, D.C. 20550. (202) 632-4324.

599 *Model for Forecasting Enrollments and Degrees*

There has long been a need for a forecasting instrument that would reflect the educational behavior of students and be adaptable to changes in society by providing forecasts of basic data such as enrollments and degrees in higher education for different parts of the population, classified according to the needs of the users, such as by major field of study. The Science Education Studies Group has been doing research on such a model for forecasting enrollments and degrees at each level of college education. The model is based on patterns of student flow through the educational system from known historical data wherever possible and reflects behavioral patterns at various stages of the educational process. Demonstration data illustrate the forecasts that result from using the model with a given set of assumptions. 1970–Spring 1972.

Report on the research to be published should become available in mid-1972 from the National Science Foundation.

Division of Science Resources Studies, National Science Foundation.

600 *Impact of Changes in Federal Science Funding Patterns on Academic Institutions*

The National Science Foundation has conducted two surveys on the impacts on universities associated with changes in federal funding. The first in 1969 was limited to certain specific changes in federal science funding. A second in 1970 examined the effects of a broad spectrum of changes. Both questionnaires were mailed in the spring to a sample of approximately half of the institutions granting doctorates in science fields. One section evaluated the impact of funding changes on the university as a whole, while another, completed by departmental chairmen in 12 selected science fields, ascertained the impact on their departments. Currently a survey instrument is being employed to update that information. Purpose: The federal government plays an important role in funding academic science–providing 40 percent of the funds–and thus affects the academic enterprise in a major way. However, little quantitative information has been available on the effects of these funds on various types of institutions; on faculty, graduate students, and postdoctoral fellows; on science program direction; or on other aspects of higher education. Consequently, these surveys are designed to obtain this information and to supplement existing anecdotal information. Spring–Summer 1972.

Report to be published by the National Science Foundation by end of 1972 or early 1973. Earlier reports published in 1971 as NSF 70-48.

Division of Science Resources Studies, National Science Foundation.

Followups of Two Cohorts of College Students, see Alexander W. Astin, 40.

Undergraduate Enrollments in Science and Engineering, see Jeannie T. Royer, 865.

LICHTENSTEIN, PAULINE Research Associate, Center for the Study of Higher Education, Hofstra University. 59 Meadowbrook Place, Hempstead, New York 11550. (516) 560-3328.

601 *Validation of the Cooperative Reading Comprehension Test as a Screening Device for Students Seeking Admission to University College at Hofstra University*

At University College, Hofstra's division for part-time students, correlations between both total score and reading comprehension score and grades in basic English and history courses and grade point average after 12-15 semester hours are being determined. Purpose: To advise administrators about the use of the

Cooperative Reading Comprehension Test as part of screening and advisement procedures. 1970-December 1971.

Mimeographed report.

602 *Criteria for Exemption from English Basic Composition Courses*

Correlations and cross-tabulations are being run between CEEB English Achievement Test scores, high school deciles, and high school English grades in junior or senior year as predictor variables, and grades in English 1 and 2 at Hofstra as criterion variables. Purpose: To learn how best to select students for exemption. Spring 1970–ongoing for continuous appraisal.

Mimeographed report, spring 1972.

LICHTMAN, JANE Director, Free University Project. 53 Stanley Road, South Orange, New Jersey 07079. (201) 762-0732.

603 *Free University Project*

A description and analysis of free universities and experimental colleges, limited to community learning centers and programs which are largely nonaccredited and noncredit. Miss Lichtman is visiting these projects, helping them if they want help, talking with the participants and those who influence the free universities, and describing the findings both in a monthly newsletter, *Free U*, and in a final publication. Purpose: To generate information to all who are interested in the phenomenon of free universities, and to establish a clearinghouse to share ideas among participants, those desiring to establish free universities, and researchers. July 1970–March 1972.

Free U is sent to all who request to be on the mailing list. A final report is planned for spring 1972.

Hazen Foundation through the American Association for Higher Education.

LIEBERMAN, MORTON A. Associate Professor, Department of Psychiatry and Committee on Human Development, 5730 South Woodlawn, University of Chicago, Chicago, Illinois 60637, (312) 753-3867; IRVIN D. YALOM Associate Professor, Department of Psychiatry, Stanford University, Stanford, California 94305; and MATTHEW B. MILES 94 Sparkill Avenue, Tappan, New York 10983.

604 *Group Experience*

A study of the processes and outcomes of 18 encounter groups conducted by experienced leaders representing ten different types of encounter technology. Participants were followed for a period of one year, and outcome measures were gathered at three points in time. Among the factors examined were pre-experimental condition personality, leader behavior, mechanisms of learning, normative structure of the groups, and psychosocial relationships. Purpose: To ascertain the effects on the 210 participants in a variety of areas such as attitudes and values, behavioral indices, self-system, racial attitudes, college performance, risks, and conceptions of others; and to discover factors in such groups that lead to benefit and risk. Fall 1968–January 1972.

"The Group Experience Project: A Comparison of Ten Encounter Technologies," in Leonard Blank, G. Gottsegen and M. Gottsegen (Eds.), *Confrontation: Encounters in Self and Interpersonal Awareness*, New York: Macmillan Press, 1971, pp. 469-497; "Psychological Risk of Encounter Groups," *Archives of General Psychiatry*, July 1971; "Effects of Encounter Groups on Participants," *Journal of Applied Behavioral Science*,8:1 (1972); *Encounter Groups: First Facts* planned for publication by formation and changes in group dynamics, and strategies of protest.)

Ford Foundation, Mary Reynolds Babcock Foundation, Inc., National Institute of Mental Health, Stanford University Medical School, University of Chicago, W. Clement and Jessie V. Stone Foundation, Carnegie Corporation of New York, and Foundation's Fund for Research in Psychiatry.

LIGHT, DONALD W., Jr. Assistant Professor and THOMAS CORL, Graduate Student, Department of Sociology, 2-N-2 Green Hall, Princeton University, Princeton, New Jersey 08540, (609) 452-4531; and LORNA HARVEY, Research Associate, University of Toronto, Toronto, Ontario.

605 *The Careers of American Faculty: A Critical Review*

A survey of reliable information since 1940 about all phases of faculty careers, and the development of a model of faculty careers to clarify the analysis. Purpose: To assess what is known and what further research needs to be done. September 11969–January 1972.

To be published in 1973 in a volume on higher education edited by Lawrence Stone for the Princeton University Press.

606 *Dynamics of Faculty Response to Student Protest*

An analysis of how faculty respond to student protest, reviewing research to date, pointing out methodological flaws and conceptual limitations, and then conducting detailed interviews. Purpose: To outline four types of faculty response and analyze the dynamics behind them. To March 1972.

Chapter in a book on the dynamics of university protest, to be published by the Princeton University Press in late 1972. (Other chapters analyze the structure and process of administrative response, the use of law in protest, the formation and changes in group dynamics, and strategies of protest.)

607 *The Sociology of the Academic Profession*

A special issue of *Sociology of Education* to appear in Fall 1973, containing papers by scholars now completing significant work on this subject.

LINCICUM, MICHAEL S. Planning Specialist, State of Oregon Educational Coordinating Council. 4263 Commerical Street, S.E., Salem, Oregon 97310. (503) 378-3921.

608 *Educational Needs of the State of Oregon*

Several surveys are being conducted to determine the educational expectations and needs of individuals in Oregon: 1. a survey of all high school seniors in the state to determine their educational plans; 2. a mail survey of 4500 individuals who graduated from high school in the spring of 1971 concerning the actual activities pursued by students upon leaving high school; 3. a mail survey of college students and recent graduates concerning future plans of students and actual activities of college graduates; and 4. an interview survey of a statewide random sample of 1500 adults on their educational background and expectations. In addition to the surveys, a computer simulation model is being developed to aid in predicting enrollments in all levels of postsecondary education and student flow within and out of the educational system. Purpose: To provide educational planners, governing boards, and legislators with information needed for program planning and budgeting. July 1971–ongoing.

Several reports will be published in May 1972.

U.S. Office of Education and operating budget of the Oregon Educational Coordinating Council.

LINDMAN, ERICK L. Professor of Education, Graduate School of Education, University of California, Los Angeles. 405 Hilgard Avenue, Los Angeles, California 90024. (213) 825-2621, ext. B-57.

609 *Alternate Models for Financing Vocational Education*

The scope of this project is threefold: 1. to develop and field-test accounting and statistical procedures for determining costs of vocational education programs within the context of public school accounting, relating vocational education costs to program accomplishments, and projecting future costs of vocational education; 2. to classify procedures for distributing state and federal vocational education funds to local school districts and to analyze the effectiveness of these plans in promoting and maintaining vocational education programs; and 3. to analyze relationships among federal allotment to states for vocational education, total state requirements for vocational education, and the capacity of states to contribute their share. Selected secondary and postsecondary school districts in the states of California, Florida, Michigan, Ohio, Texas, and Washington are cooperating with the project. Purpose: To assist local, state, and national vocational education administrators by developing procedures for determining the cost of vocational-occupational categories and for relating these costs to category benefits, suggesting models for distributing state and federal vocational funds to local school districts, and suggesting alternate plans for distributing federal vocational funds among states. September 1969–Septebmer 1972.

Financing Vocational Education in the Public Schools, National Educational Finance Project–Special Study No. 4, University of California, Los Angeles, 1970. A final report to the U.S. Office of Education is planned.

U.S. Office of Education

LINNELL, JOHN Provost, Luther College, Decorah, Iowa 52101. (319) 382-3621.

610 *Common Requirements for Graduation from Liberal Arts Colleges*

Deans of some 80 liberal arts colleges are being asked to comment on curricular changes, faculty and student mobility, changes in graduation requirements, and results of these changes, and their responses are being compared with earlier data on 82 colleges. Purpose: To permit more comprehensive perspective on changing graduation requirements so that colleges that are considering similar changes can anticipate what their impact will be. 1969-ongoing.

LINS, L. JOSEPH Professor and Principal Investigator, Wisconsin Research and Development Community Education, Federal City College. 1424 K Street N.W., Washington, D.C. 20005. (202) 727-2116. Wisconsin 53706. (608) 262-5866.

611 *The Role of Educational Research and Development in the University Setting*

An evaluation of the organizational structures of the Research and Development Center for Cognitive Learning and that of other research and development centers at the Madison campus of the University of Wisconsin. Purpose: To compare and evaluate these structures in light of typical educational research and development organizations in other universities. October 1971–November 1972.

Duplicated report planned.

LIPPMAN, HAROLD Assistant Professor and Associate Community Educator, School of Community Education, Federal City College. 1424 K Street N.W., Washington, D.C. 20005. (202) 727-2116.

612 *Proposal for an Undergraduate External Degree Program within the School of Community Education, Federal City College, with Emphasis on Disadvantaged Minorities and Returning Vietnam Veterans*

In developing this proposal, a survey of existing and projected nontraditional higher education degree programs was supplemented by interviews and correspondence with various institutions and organizations concerned with innovative programs. Purpose: To develop an off-campus degree program for groups disadvantaged by socioeconomic circumstances and requiring special compensatory education. August 1971–January 1972.

Report planned for early 1972.

LIPSET, SEYMOUR MARTIN Professor of Government and Social Relations, Department of Sociology, William James Hall 580, Harvard University. Cambridge, Massachusetts 02138. (617) 495-3896.

613 *Comparative Study of Intellectuals*

With Daniel Bell, a study through qualitative interviews—in contrast to quantitative questionnaires—of intellectuals in France, Great Britain, Japan, and the United States regarding their prestige and their role as critics of society, as a continually destabilizing influence within society, and as leaders in the development of an adversary culture. Purpose: To determine the extent that intellectuals are agents of social change. 1971–ongoing.

Articles and monographs planned.

Social and Political Opinions and Behavior of American Faculty, see Everett C. Ladd, Jr., 576.

LISSITZ, R. W. Assistant Professor and **L. F. SCHOENFELDT** Assistant Professor, Department of Psychology, University of Georgia. Athens, Georgia 30601. (404) 542-4007.

614 *Comparison of Two Bayesian and Two Least-Square Procedures in the Prediction of Academic Achievement*

The effectiveness of two Bayesian methods are being studied by comparison with results obtained by two least-square methods for the prediction of college grade point average. The goal is to establish a moderated prediction framework by splitting the total sample into homogeneous subgroups on the basis of responses to an extensive biographical inventory, and examining predictor-criterion relationships for these subpopulations. Predicted grade point averages were developed by combining information about the probability of subgroup membership and predicted college grade point average assuming group membership. Procedures were developed on a 1968 sample and were replicated on a new sample tested in 1970. Purpose: To enable improved predictions by the construction of moderator subgroups such that the individuals within each subset all report similar previous experiences with respect to major dimensions of human development, and to improve the characterization of subjects statistically and clinically by taking into account intervening circumstances. January 1971–January 1972.

"A Bayesian Framework for the Application of Moderator Variables," in W. H. Manning (Chm.) "People, Patterns, and the Prediction of Academic Criteria," Symposium presented at the meeting of the American Psychological Association, Washington, September 1971. Journal article is planned.

Institute of Child Health and Development, National Institutes of Health.

LITTAUER, RAPHAEL Professor of Physics, 128 Newman Laboratory, Cornell University. Ithaca, New York 14850. (607) 256-5151.

615 *A Student Response System for the Lecture Hall*

Students responded to multiple choice items projected on a screen in a large lecture class on quantum physics by selecting one of five buttons at their seats. Responses were presented anonymously to the lecturer via a display unit that indicated how many students had pushed any given button. Purpose: To test the degree of student acceptance of an anonymous response system (one which does not record answers individually as received from every seat) and to overcome the lack of two-way communication in a large lecture class by stimulating student interest and participation. Febraury—June 1971, with ongoing trial use in other disciplines.

A mimeographed report of the physics project is available from the Center for Improvement of Undergraduate Education; a summary of cross-validation in other disciplines is planned.

Center for Improvement of Undergraduate Education, Cornell University.

LITTEN, LARRY H. Carleton College. Northfield, Minnesota 55057; and JOE L. SPAETH Associate Professor of Sociology, University of Illinois. Urbana, Illinois 61801. (217) 333-8067 or 333-1299.

616 *Evaluation of New Programs in Undergraduate Education*

Literature search pertaining to innovation in higher education, needs of adolescents, and social expectations placed on colleges and youth. Informal survey and observation of new college programs and their evaluation practices and needs; visits and qualitative interviews with persons involved with any aspect of innovation at specific locations. Exploratory work with colleges in the development and application of evaluative devices, especially student academic experience questionnaires and seminar observation and analysis schemes. Purpose: To determine the problems involved in evaluating college programs and to propose organizational structures and evaluative techniques to help deal with these problems. Spring 1969—December 1971.

Report on specific innovations and recommendations for evaluation techniques and materials planned through the National Opinion Research Center, University of Chicago, 6030 South Ellis, Chicago, Illinois 60637.

Carnegie Corporation of New York.

LIVESEY, LIONEL J., Jr. Special Consultant to the Chancellor, State University of New York Central Administration. 8 Thurlow Terrace, Albany, New York 12201, (518) 457-2006; and WARREN ZIEGLER, Director, Educational Policy Research Center, Syracuse University. Syracuse, New York 13210.

617 *Regionalism in Higher Education*

In Feburary 1971 New York state was divided by executive order into eleven regions for planning purposes. All state agencies, including the State University of New York, must organize their operations accordingly. SUNY has been gathering information from other states, including Ohio and California, about their organization of higher education on a regional basis, in preparation for organizing SUNY's programs on such a pattern. Purpose: To outline for colleges and universities the implications for both public and private institutions of an emphasis on regionalism within state government. September 1970—mid-Spring 1972.

An internal report regarding SUNY itself is planned as is a general report in monograph form regarding implications for all colleges and universities.

Educational Policy Research Center of Syracuse University.

LOCKLIN, RALPH H. Associate Director, Office of Student Affairs Research, 108 Grange Building, The Pennsylvania State University. University Park, Pennsylvania 16802. (814) 865-7511.

618 *Perceptions of Desired and Actual Goals and Influence Structure at a Small Private Liberal Arts College*

All students, faculty, administrators, and trustees were requested to complete a questionnaire designed to assess attitudes and perceptions about college goals and the influence of different constitutent groups over decisions in 16 areas. Purpose: To provide documentation of differences of views among the four groups on the decisionmaking processes and goal hierarchies. June 1970—February 1971.

A journal article or paper is planned.

Office of Institutional Research, Claremont University.

619 *Institutional Tensions: A Multiple Case Study of Four Institutions*

Students at three universities and a college described themselves and their institutional environment on the Transactional Analysis of Personality and Environment (TAPE), a semantic differential instrument with 52 adjective pairs on the concepts of college, self, faculty, administrators, students, and the ideal college. "Tension" constructs were defined as the absolute difference between all pairs of concepts across all scales. Faculty, students, and administrators reported their perceptions of desired and actual control over decisionmaking in 38 areas. Institutional documents and newspapers were reviewed to identify policies in force, the drift of events, and the context of each institution. Purpose: To determine the impact of administrative policies and methods and of the context of each institution on students' perceptions of their college environment, reported satisfaction with college, and endorsement of student power values. Primary data, Spring 1968; case study material, Spring 1971–December 1971.

Locklin and C. T. Stewart, *Student, Faculty and Administrator Perceptions of Decisionmaking at Four Colleges*, paper read at American Educational Research Association, 1970. Ph.D. dissertation and journal article planned.

Kettering Foundation, Xerox Foundation, and the College Student Personnel Institute.

LODAHL, JANICE B. Project Co-Director, Project on University Organization, New York State School of Industrial and Labor Relations, 308 Research Building, Industrial and Labor Relations School, Cornell University. Ithaca, New York 14850. (607) 256-2002.

620 *Project on University Organization*

A questionnaire survey of faculty and chairmen of 80 university departments in four scientific fields–physics, chemistry, sociology and political science–with additional data from published sources. Purpose: To examine comparatively the structure and functioning of university departments in a range of fields and quality levels. April 1968–mid-1972.

"The Structure of Scientific Fields and the Functioning of University Graduate Departments," *American Sociological Review*, in press; "Paradigm Development as a Source of Consensus in Scientific Fields," "Funding of the Sciences in University Departments," and other articles and eventually a book are planned.

Program on Science, Technology, and Society at Cornell.

LODAHL, THOMAS M. Professor of Administration, Graduate School of Business and Public Administration, Cornell University. Ithaca, New York 14850. (607) 256-4721.

621 *New English Universities*

Interview, questionnaire, and document study of two of the new universities in England. Purpose: To learn how the innovative aims of the founders of these universities were realized in initial structures and how they persisted or were modified as the universities grew. September 1968–ongoing.

"Collegial Structures in United States and English Universities," other articles, and a book are planned.

Nuffield Foundation, England.

LOMBARDI, JOHN Research Educationist, ERIC Clearinghouse for Junior Colleges, 96 Powell Library, University of California, Los Angeles. Los Angeles, California 90024. (213) 825-3931.

622 *The Financial Situation in Community Colleges*

Information was gathered through examining ERIC document files, surveying a sample of community colleges, analyzing fiscal policies in five community college districts, and consulting with an advisory panel of fiscal experts in education. Purpose: To study finances in the community college. April–September 1972.

A paperback book is planned.

U.S. Office of Education, ERIC.

623 *New Approaches to Middle Management for Instruction and Curriculum in the Community College*

A survey of 100 community colleges representing the six regional accrediting areas on their organizational division and the functions of middle management in the organizational structure. Purpose: By analyzing present organizational patterns of middle management, alternative patterns can be provided as models for administrative reorganization. April–December 1972.

A paperback book is planned.

U.S. Office of Education, ERIC, $27,117.

LOMBUS, WILLIAM Director of Institutional Services, Thomas More College. Box 85, Crestview Hills, Kentucky 41017. (616) 341-5800.

624 *The Morgan Years at Antioch College (1920-1936): Curricular Innovation and Organizational Change*

An historical reconstruction using archival material, personal papers, alumni surveys, and participants' recollections of Arthur Morgan's presidency at Antioch. Purpose: To analyze the change efforts at Antioch from a social psychological perspective in light of several change models in the current literature, and to add to the practical and theoretical knowledge of college change process. August 1969-August 1974.

1920-1925 summary planned for June 1972; dissertation, University of Michigan, planned for 1974.

LONG, DURWARD Executive Director, Select Committee on the California Master Plan for Higher Education, California Coordinating Council for Higher Education. 1020 Twelfth Street, Sacramento, California 95814. (916) 445-7933.

625 *California Master Plan Review*

A review of the basic assumptions underlying the 1960 California Master Plan for Higher Education, a review of actual developments as compared to those projected by the Master Plan, and an inquiry into trends that may affect fundamentally higher education and public policy in the future. The Select Committee, composed of citizens appointed by the Coordinating Council, will review data and studies from a variety of sources including the Council, the California Legislature, executive offices, and institutions of higher education; and special studies will be conducted. Purpose: To advise the Coordinating Council on revision of the California Master Plan for Higher Education, July 1971–November 1972.

A report is planned, covering goals and objectives of California higher education, evaluation of the 1960 Master Plan, and recommended directions for the 1970s.

State of California and U.S. Office of Education.

LONSWAY, Rev. FRANCIS A. Assistant Executive, American Association for Higher Education. Suite 780, One Dupont Circle, Washington, D.C. 20036. (202) 293-6440.

626 *Longitudinal Study of Seminarians*

In Fall 1966, 93 percent of the Catholic diocesan and religious first-year students in theology enrolled in participating schools in the North Central area, and in Fall 1969 75 percent of the original group who were continuing toward ordination, answered items on the Inventory of Seminarians' Interests and Backgrounds and the Omnibus Personality Inventory. Purpose: To test two hypotheses: 1. that significant changes in personality characteristics and in perceptions of the priestly ministry occur among seminarians from their first to their final year; and 2. that there are significant background differences between persisters and those who withdraw. Findings provided measured confirmation of the hypotheses: persisters tended to prefer parish work to social work, to be less alienated and anxious, less open on religious matters and less willing to express themselves, but slightly more inclined toward people and more affiliative, trusting, utilitarian, and authoritarian. 1966–1971

Ministers for Tomorrow: A Longitudinal Study of Catholic Theological Students, Washington, D.C.: Center for Applied Research in the Apostolate, 1971.

LOWER, STEPHEN K. Department of Chemistry, Simon Fraser University. Buraby 2, British Columbia. (604) 291-3353.

627 *Computer-assisted Instruction and Integrated Audiotape-Film Display Devices as Learning Tools in College Chemistry*

A CAI problem tutorial sequence and a highly interactive program in basic concepts that features semirandom generation of problems have both been incorporated into several lower-level chemistry courses at Simon Fraser, and lecture material in a senior-level course in chemical instrumentation has been taped and is presented with slides cued automatically, as is the Philips PIP unit. Purpose: To test these devices as teaching aids. Evidence so far indicates that the flexibility with which students proceed through the course is increased, and that the tools are generally accepted by students. June 1968–ongoing.

IBM Canada Ltd. and Simon Fraser University.

LOZIER, G. GREGORY see Kenneth P. Mortimer, 728.

LOZOFF, MARJORIE see Joseph Katz, 524.

LUCAS, JOHN A. Director, Office of Planning and Development, William Rainey Harper College. Algonquin and Roselle Roads, Palatine, Illinois 60067. (312) 359-4200.

628 *Attrition and Longitudinal Studies of Community College Students*

A survey of attrition and longitudinal studies conducted in community colleges. Attrition study models for four-year colleges are not applicable to community colleges, which need different output definitions and flow patterns, and must measure value added to the student in terms other than time spent. Purpose: To develop useful study models for community colleges. June 1970–December 1972.

Research Series Reports on various community college attrition studies are available without cost upon request. Additional Research Series Reports and a possible journal article are planned.

629 *A Planning Model for the Community College*

A summary and evaluation of the Long Range Plan developed at William Rainey Harper College. Purpose: To compare the plan with other planning models. June 1970–May 1972.

Paper for Association of Institutional Research Forum, Miami, May 1972; planned for publication in Forum *Proceedings*, December 1972.

630 *Environmental Impact on Community College Students*

Lawrence Pervin's instrument, Transactional Analysis of Personality and Environment (TAPE), which measures discrepancies between self and college, was administered to 239 students before entering William Rainey Harper College and after completing one year. Purpose: To measure some of the nonacademic impacts of the College on students and to compare these data with similar information from other institutions. June 1970–August 1972.

"The Environmental Impact on College Students as Measured by TAPE," undertaken at the University of Tennessee, is available on request. A Research Series Report and possibly a journal article are planned.

LUMSDAINE, ARTHUR A. Professor of Psychology, Department of Psychology, University of Washington. Seattle, Washington 98105. (206) 543-2640.

631 *Ongoing Institutional Surveys of Members' Attitudes Towards Their Institution*

At the University of Washington, as elsewhere, many members of the university community are concerned about the bases of institutional planning. A University Advisory Committee on Planning has been created with student, faculty, and administration membership; and a survey research program is being planned. Purpose: To obtain information about the assumptions, values, and attitudes of students, faculty members, and administrators throughout the University with respect to its priorities. 1972–ongoing.

Internal reports are planned.

632 *Quality of Data on Effectiveness of Instructional Programs*

A joint committee of the American Educational Research Association, American Psychological Association, and National Education Association issued recommendations in 1962 on standards for evaluating programmed instruction. The Board of Scientific Affairs of the APA has asked a new committee to update and extend these recommendations. Purpose: To review the criteria for evaluating instructional programs. 1971–ongoing.

A technical manual with recommendations, specifications, and illustrations for evaluating programs is planned. Previous recommendations are summarized in "Instruments and Media of Instruction," in N. L. Gage (Ed.), *Handbook of Research on Teaching*, Chicago: Rand McNally and Company, 1963, pp. 583-682.

633 *Costs of Computer-assisted Instruction*

Part of a long-term project of experimentation with programmed instruction, which has included the development of WRITE-A-COURSE (a user-oriented computer language developed by Earl B. Hunt and associates), analyses of response patterns and abbreviation of response forms, and cost studies of computerized instruction. Purpose: To assist in the continued development and evaluation of programmed instruction. 1965–ongoing.

Manuscript of cost studies in draft form. Revised version planned for publication in 1972.

Ford Foundation.

LUNSFORD, TERRY F. see Troy S. Duster, 288.

LYONS, PAUL R. Director of Institutional Research, Frostburg State College. Frostburg, Maryland 21532. (301) 689-6621.

634 *Knowledge and Attitudes of the Local Community toward a College*

A random sample of five percent of households in the Frostburg area were interviewed on questions from the "Meeting Local Needs" scale of the Institutional Functioning Inventory. An additional sample of "elites" from the political, religious, medical, service, business, and educational subpopulations of the community were interviewed as well. Purpose: To determine and assess the knowledge of local citizens regarding students and the role of the college in the community. August–December 1971.

Articles for in-house and professional journals are planned.

LYSAUGHT, JEROME P. Professor of Education, The University of Rochester. 208 Westfall Road, Rochester, New York 14620. (716) 275-4671.

635 *Licensed Practical Nursing Education, Practice, and Careers*

Site visits and a literature and data survey for the purpose of defining the problems of licensed practical nursing, relating them to the overall needs of the health care system, and proposing recommendations for their solution consistent with the generic requirements of the nursing profession. September 1971–September 1972.

A printed report is planned.

W. K. Kellogg Foundation through the National Commission for the Study of Nursing and Nursing Education.

636 *Implementation of the Study of Nursing and Nursing Education*

From August 1967 to June 1970 the National Commission for the Study of Nursing and Nursing Education undertook the analysis of current nursing practices and patterns and an assessment of future needs. Two volumes, *An Abstract for Action* and *Appendices*, were published by McGraw-Hill in 1970 as a result. In September 1970, implementation of the final report began, involving the accumulation of base line data, analysis of both external forces and internal pressures, and formulation of recommendations for changes within the field of nursing and nursing education. Purpose: To improve the delivery of health care to the American people. September 1970–September 1973.

W. K. Kellogg Foundation through the National Commission for the Study of Nursing and Nursing Education.

MAAS, JAMES B. Associate Professor of Psychology and Education, College of Arts and Sciences, and Director, Center for Improvement of Undergraduate Education, 115 Rand Hall, Cornell University. Ithaca, New York 14850. (607) 256-3755

637 *Cornell Inventory for Student Appraisal of Teaching and Courses*

The Cornell teaching and course evaluation form is used by faculty on a voluntary basis and a summary of students' responses is returned directly to the faculty user. Updating of norms, factor and item analyses, and revision of the form are continuing. Purpose: To provide teachers with feedback of student opinion, thereby giving one measure of teaching effectiveness, and suggestions for improvement of teaching practices. June 1967–ongoing.

Manual of instructions and a sample questionnaire are available from the Center for Improvement of Undergraduate Education.

MacFARLANE, J. A. Comptroller, University of Manitoba, Winnipeg, Manitoba. (202) 474-9668; with J. DUGGAN and F. LeCLAIR.

638 *Long Range Resource Planning Methodology*

Completion of six essential files concerning the resources of each of the four institutions in the Province of Manitoba—the University of Manitoba, the University of Winnipeg, St. Boniface College, and Brandon University—on 1. enrollments; 2. courses, sections, and time-tables; 3. space; 4. staff; 5. finances; and 6. libraries. A system to manipulate a bank of data from these institutions is being created. Purpose: To forecast future resource needs and simulate resource implications of alternative courses of action. April 1970–ongoing.

Data have been assembled from 1969-70 and 1970-71 and are available at Universities Grants Commission, Province of Manitoba.

Universities Grants Commission, Province of Manitoba.

MACHESNEY, J. DOUGLAS Director of Planning and Research, West Virginia Board of Regents. 1316 Charleston National Plaza, Charleston, West Virginia 25301. (304) 348-2101.

639 *Two-Year Programs in West Virginia*

West Virginia had no public community colleges until 1971—only branches of senior institutions. With legislation changing these branches into community colleges, the Board of Regents undertook this state-wide study. Purpose: To plan for two-year programs throughout West Virginia. 1971.

"A Plan for Comprehensive Community College Education in West Viriginia," published December 1971.

640 *Profile and Progress of Students in Public Institutions in West Virginia*

ACT Student Profile data are available on entering freshmen in West Virginia's public institutions. Over the next four to five years, follow-up studies will be undertaken annually of the progress of these students—their achievement, transfer patterns, drop-out rate and reasons, and post-college experience. Purpose: To trace the flow of talented youth in West Virginia. 1971—ongoing.

Interim reports will be available annually, and eventually a descriptive document will be prepared.

641 *Special Education in West Virginia*

By 1974 each county in West Virginia must provide special education for handicapped students of all kinds. In preparation, the Board of Regents is assessing the need of the state for special education teachers in the schools. Purpose: To base the creation and expansion of programs in special education in the state's colleges and universities on the state's need for special education in the schools. July 1971—June 1972.

Recommendations will be included in the state plan.

Bureau of the Handicapped, U.S. Department of Health, Education, and Welfare.

MacLEOD, DEAN Department of Administration and Higher Education, 426 Erickson Hall, Michigan State University. East Lansing, Michigan 48823. (517) 355-6613.

642 *Planning Process for Community Services*

An in-depth study of the planning processes in a consortium of five rural community colleges. All persons thought to be primarily or secondarily involved with the planning of Project RITE (Reach, Involve, Teach, Evaluate), which is administered through management-by-objectives, will be interviewed, their involvement recorded, and a detailed analysis made of the results. Purpose: To view the "launching stages" of a project to see what processes are involved in planning for community services programs at the community college. September 1971—February 1972.

MacWHINNEY, JAMES E. Head, Department of Education and Chairman, Division of Professional Services and **GENEVIEVE THOMPSON** Acting Head, Department of Psychology, California Baptist College. 8432 Magnolia Avenue, Riverside, California 92504. (714) 689-5771.

643 *Differential Practices Concerning Men and Women in Colleges and Universities*

A questionnaire survey of 168 randomly and geographically selected colleges and universities in the 50 states has requested information in institutional practices in areas of the program including dormitory regulations, scholarships, athletics opportunities, advisement, ratio of men to women on the faculty and in administration, and current trends. Purpose: To determine what vestiges of discrimination against women remain. 1971—March 1972.

Article in an educational journal planned. Results available on request.

MADSEN, DAVID L. Professor of History of Education, College of Education, University of Washington. Seattle, Washington 98105.

644 *The American University in the Twentieth Century*

An historical study centering on the growth and form of the university in the United States from 1900 to the present. Purpose: To trace the development of major intellectual advances in the disciplines as well as significant changes in structure and function of the university. 1971.

A book is planned.

MAHAN, ERWIN D. and **FREDERICK H. McKELVEY** Project Co-directors, Center for

Research and Development in Higher Education, University of California, Berkeley. 2150 Shattuck Avenue, Berkeley, California 94704. (415) 642-3264 and 642-6434.

645 *Goverance for Effecting Innovative Educational Programs in Community and State Colleges*

In companion with several other Center projects, a sample of institutions that have inaugurated or are seeking approval for major new programs of an innovative nature will be selected, and successful programs will be determined by a panel of experts assisted by other Center researchers. Successful innovative programs will be compared to failures on the basis of organization, processes, procedures, and the kinds of people who are involved. The National Laboratory for Higher Education will be asked to cooperate in certain validation procedures, field testing, and workshops. In tracing back into the governance machinery and process, the variables which differentiate between success and failure will be identified, analyzed, and tested for their generalizability and overall contribution. Purpose: To develop models and guidelines for the creation, approval, and survival of new programs. November 1971–ongoing.

U.S. Office of Education, through Center for Research and Development in Higher Education.

MAHER, THOMAS H. Program Analysis and Evaluation, Office of the Vice President for Institutional Planning, University of Kentucky. Lexington, Kentucky 40506.

646 *Faculty Performance Review*

As part of the University of Kentucky's re-evaluation of its faculty performance review system, academicians and administrators at other institutions were surveyed in late 1971 regarding the criteria that should be used in measuring faculty performance, including possible alternative activities to the traditional one of research, ways of assessing and rewarding these alternative forms of scholarship, ways in which graduate education should be revamped to insure the development of these activities, and successful university procedures for faculty evaluation. Purpose: To assist the University and provide information for other institutions. 1971–1972.

A report is planned.

MAHON, JACK Doctoral Candidate, Department of Higher and Adult Education, Teachers College, Columbia University. 1230 Amsterdam Avenue, No. 215, New York, New York 10027. (212) 870-5525.

647 *Trustee Influence in Proposed Curricular Changes*

A case study of trustee influence at one institution on proposed curricular changes for the past five to ten years. Information is being obtained from the analysis of trustee minutes and by-laws, faculty records, and other available records. Observations will be made of present curricular meetings and interviews will be held with trustees, faculty members, administrators, and students. Purpose: To assess trustee behavior in the one area considered by most educators to be central to an institution's vitality and viability–its curriculum. October 1971–June 1972.

Ed.D. dissertation and possible articles are planned.

MALPASS, LESLIE see Gerald McLaughlin, 686.

MANHEIMER, DEAN I. Director and GLEN D. MELLINGER Associate Director, Institute for Research in Social Behavior. 1909 Addison Street, Berkeley, California 94704. (415) 848-4253.

648 *Life Experiences of Male University Students as Related to Personal, Intellectual, and Career Development*

A longitudinal interview survey of 1000 entering male freshmen and 1000 graduating male seniors at a large state university. The interviews, averaging two and one-half hours, were conducted during 1970-1971 and covered college experience, academic aspirations and performance, career aspirations and plans, friendship patterns, marriage and sex attitudes and experience, drug use and attitudes, personality traits, social, intellectual, and political values (especially commitment and alienation), relationships with parents, and demographic background. Questionnaires covering the same areas will be mailed to all respondents two and one-half years after the interviews. Purpose: To obtain information about how personal experiences are related to academic and political values. September 1969–August 1975.

"Technical and Ethical Considerations in Data Collection" by Dean I. Manheimer, *et al.*, presented at the First International Conference on Student Drug Surveys, Newark, New

Jersey, September 13, 1971. Several other interim papers and reports are anticipated in advance of final popular pieces and professional articles and a book-lenth manuscript.

National Institute of Mental Health.

MANNING, HERBERT L. Professor of Industrial Engineering, Virginia Polytechnic Institute and State University. Blacksburg, Virginia 24061.

649 *Cost of Engineering Education*

Purpose: To examine costs in engineering education and determine ways to increase efficiency and/or reduce expenditures.

"Administrative Planning Factors in Engineering Education–A Two-Year Comparison," *Engineering Education* (April 1971) 835.

MANNING, IVORY C. Assistant Professor of Chemistry, Jackson State College. Jackson, Mississippi. Doctoral Student, 225 Burton Hall, University of Minnesota. Minneapolis, Minnesota 55455. (612) 376-6732.

650 *Job Motivations and Satisfactions of Science Teachers in Predominantly Negro Colleges*

Science faculty members in predominantly Negro colleges are being surveyed to find out why they chose college teaching careers, why they selected their present colleges, how they prepared for their current positions, what their professional responsibilities are, and how they now appraise their career choice. Descriptive statistics will be supplemented with Chi square tests and analyses of variance, aimed at testing a number of hypotheses regarding the attraction and retention of science teachers in these colleges. Purpose: To provide information valuable in helping staff these science programs. December 1971–September 1972.

Doctoral thesis and one or two journal articles are planned.

MARCH, JAMES G. see Michael D. Cohen, 209.

MARTEL, JEAN see Guy Stringer, 973.

MARTIN, JAMES Staff Associate, Development and Applications Unit, National Center for Higher Education Management Systems at WICHE. P.O. Drawer P, Boulder, Colorado 80302. (303) 449-3333.

651 *Resource Requirements Prediction Model*

The first version of the Resource Requirements Prediction Model (RRPM-1) is a set of generalized computer routines which mathematically simulate the expenditures involved in operating an institution of higher education over a fixed period of time. The model is based on George Weathersby's conceptualization of the simulation of higher education costs; and the first phase of its development was concerned primarily with costs of an institution's instructional program. Eight institutions have pilot tested RRPM-1; documentation and training materials are being developed for other institutions from their experience; and RRPM-1 is being adapted for use by community colleges and by four-year state colleges. A new model, PROBE (Program Budget Estimation) will be designed to simulate program budget allocation and will help university administrators with short-term, one- to two-year budget planning. Purpose: To aid institutional decision makers in the allocation of higher education resources by depicting the consequences of a complex set of decisions in advance. Ongoing.

Resource Requirements Prediction Model 1 (RRPM-1): An Overview (Technical Report No. 16) is out of print, but Technical Report No. 19, *An Introduction to the Model*, is available from NCHEMS at WICHE for $5; as are No. 20, *Guide for the Project Manager*, $5; No. 21, *Report on the Pilot Studies*, $5; No. 22, *Programmers Manual*, $15; and No. 23, *Input Specifications*, $5. User's documentation for RRPM-1 and its adaptations for state colleges and community colleges are planned for 1972.

U.S. Office of Education, National Center for Educational Research and Development, Division of Higher Education Research.

MARTIN, JOANNE see Ellen Greenberger, 385.

MARTIN, R. KEITH Lecturer, Department of Accounting, School of Business Administration, 222 Mackenzie, University of Washington. Seattle, Washington 98195. (206) 543-4398 or 525-6358.

652 *Organizational Characteristics Permitting the Development of Successful Management Information Systems in the University*

An analysis at a small number of universities of selected organizational characteristics such as attitudes of support by central administrators for planning and communication and their effects on the creation of an information system useful for the whole institution. Purpose: To develop more effective information systems by identifying the factors that restrict their effectiveness. 1971–Summer 1972.

Ph.D. dissertation, University of Washington.

MARTIN, W. A. Dean of Instruction, Durham Technical Institute. 1637 Lawson Street, Durham, North Carolina 27703. (919) 596-8293.

653 *Decisionmaking Behavior of Administrators with Relation to the Organization Structure of North Carolina Public Community Colleges*

This study involved 90 full-time line administrators of 12 community colleges in the North Carolina Community College System. The researcher visited all 12 colleges to collect data on each college's organizational structure and obtain from each administrator a description of his own decisionmaking behavior with regard to everyday operations. Data was analyzed by five dimensions of decisionmaking behavior: 1. personal initiation; 2. autonomy from superior; 3. influence on superior; 4. reliance on subordinates; and 5. final choice. Purpose: To determine the degree to which administrators at various hierarchical levels participate in the decisionmaking process, and the relationship between their decisionmaking behavior and three properties of the organizational structure–organizational size, hierarchical level, and span of control. January 1971–January 1972.

Duplicated report.

MARTIN, WARREN BRYAN Coordinator of Development and Research Educator, Center for Research and Development in Higher Education, University of California, Berkeley (through June 30, 1972). After July 1: Provost, Old School, Sonoma State College. Rohnert Park, California 94928. (707) 795-2011.

654 *National Seminar Series on Values and Education*

Leaders from business and industry, public agencies, the arts, labor, the media, and education are being brought together in a series of conversational workshops entitled *Values for America, Education for Values.* Themes include: values for the America of tomorrow; the effects of these values on existing institutions; ways of educating for a different future; and the consequences of change. Purpose: To 1. combine the competencies and experiences ranging across contemporary life; 2. concentrate on long-range planning for education to effect changes in the value orientation of people; and 3. describe the utilization of various educational modalities as instruments for achieving these changes. 1972.

Hazen Foundation, $5,000.

655 *The Growing Center of Knowledge: The Spirit of Collegiality and the Integration of Knowledge*

A small panel of faculty, students, and administrators will be organized in each of several liberal arts colleges and universities to discuss the ways a sense of community is developed at their institution and how knowledge is being integrated inside and beyond the formal curriculum, and their ideas about achieving greater collegiality and integration of knowledge as the "growing center" of an institution. Sessions will be based on the panelists' responses to "perceived" and "preferred" items on such standardized scales as the Institutional Functioning Inventory and the Institutional Goals Inventory of ETS. The scales will be readministered after the discussions to measure changes in attitudes. Purpose: To identify the assumptions and goals shared by members of the academic "community," evaluate the characteristics of a new academic culture which, it is hypothesized, is replacing the traditional center of this community, and test the effectiveness of panel-seminars in developing collegiality among the participating members. 1972–1973.

Monograph, including recommendations for institutional practice, is planned.

656 *The Ideal Student and the Ideal Institution*

Using the value judgments as expressed in the items of the Omnibus Personality Inventory, certain intellectual and sociopersonal characteristics of the ideal student will be drawn; and using the items of the Institutional Goals Inventory of ETS, characteristics of the ideal university will be drawn. These ideals of the academic community will be compared to the prevailing values of the citizenry at large as developed by scholars and from representatives of the public. Purpose: To pick out areas of concurrence and of tension. 1972.

A monograph in the Center for Research and Development in Higher Education Occasional Papers Series is planned.

MARX, H. see A. I. Rothman, 860.

MASON, THOMAS R. see Daniel E. Bailey, 51.

MASON, WILLIAM M. see Zvi Griliches, 389.

MATSON, JANE E. Professor of Education, Department of Guidance and Pupil Personnel Services, California State College at Los Angeles. 5151 State College Drive, Los Angeles, California 90032. (213) 224-3879.

657 *Current Status and Trends of Student Personnel Services in Two-Year Colleges*

A questionnaire was sent to all community and junior colleges and visits were made to a selected sample to assess the role and status of their student personnel services. Purpose: To determine trends in organizational patterns, staffing standards, and implementing procedures in student personnel services which seem to be related to varying dimensions of colleges. September 1970–September 1971.

Publication was planned for early 1972.

Esso Education Foundation through the American Association of Junior Colleges, $28,700.

MAXEY, JAMES Director, Research Services, The American College Testing Program, Inc. P.O. Box 168 Iowa City, Iowa 52240. (319) 351-4470.

658 *Differences between Predicted College Grade Point Average Using Self-reported Grades versus School Reported Grades*

A sample of about 300 students from eight schools were selected from the larger sample of 5500 student records that formed the basis for ACT Research Report No. 45. Using self-reported grades and ACT scores plus first semester college grade point average, a multiple regression equation was determined. The accuracy of the predictions will be cross validated using school reported grades. Purpose: To determine if self-reported grades are still as usable for estimating college success as they have been in the past. If differences exist, reasons for the discrepancies will be investigated. December 1971–March 1972.

ACT Research Report is planned and possibly a paper presented at a professional meeting.

Sources of Satisfaction with College Experience as Reported by College Seniors, see Leo H. Munday, 733.

MAXWELL, HOWARD B. Vice President for Institutional Research, Hartwick College. Oneonta, New York 13820. (607) 432-4200, ext. 244.

659 *Evidences of Students' Growth and Change*

As part of the Strategies for Change and Knowledge Utilization project (see Arthur W. Chickering, 199), over a three-year period Hartwick College is attempting to change its methods of evaluation of students both academically and in personal development by seeking evidences of student growth and change. Review of research, visits to other campuses, consultation by authorities, and study of forms of evaluation used by other colleges are among the methods to be employed. Purpose: To improve evaluative techniques and measures. July 1971–July 1974.

National Institute of Mental Health through Strategies for Change and Knowledge Utilization.

MAYFIELD, CLIFTON E. Director of Research, Southern Connecticut State College. 501 Crescent Street, New Haven, Connecticut 06515. (203) 397-2101, ext. 231.

660 *Graduate Record Examination Norms, Changes in Class Size, Course Evaluation, and Registration Procedures*

Among the recent projects undertaken are: 1. development of local norms for Graduate Record Examinations; 2. comparison of class-size distributions over five years; 3. a questionnaire study of students who within the last three years completed the "School and Community" course in which all students majoring in education work with community agencies dealing with children; and 4. a study of evening school registration procedures to modify them for computer-based registration. Purpose: To aid curricular and institutional development by examining institutional practices in the light of educational needs. June–November 1971.

Internal reports.

MAYHEW, LEWIS B. Professor of Education, School of Education, Stanford University. Stanford, California 94305. (415) 321-2300, ext. 4051.

661 *Literature of Higher Education*

An annual essay on the literature of the past year, including in 1972 a review in depth of the forces behind—and effectiveness of—innovations in undergraduate education. Ongoing annually.

Volume to be published by Jossey-Bass, May 1972.

662 *Changing Practices in Graduate Education*

A report on developments in graduate programs within arts and sciences, complementing *Changing Practices in Education for the Professions* (Atlanta: SREB, 1971).

Monograph to be published by the Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313, May 1972.

663 *Innovation in Higher Education*

A summary of changes in undergraduate, graduate, and professional education, to be published in the summer of 1973. Ongoing.

664 *Changing Roles for the College Presidency*

Presidential authority has been challenged successfully by students, faculty, and political officers, and currently presidents feel themselves lacking essential powers to govern. Purpose: To analyze their role in policy formation, budget control, position control, mediation, and other services. Ongoing.

"Emerging Concepts of the Presidency," *The Journal of Higher Education*, 42:5 (May 1971) 353-367.

665 *Evaluation of the Work of the Carnegie Commission on Higher Education*

A study done as an independent effort but with the encouragement of the Carnegie Commission on Higher Education. Purpose: To epitomize, interpret, and criticize all of the reports, policy statements, occasional papers, and general operations of the Commission. Ongoing.

Volume to be published by Jossey-Bass following the conclusion of the work of the Carnegie Commission.

McCANN, JAMES C. see Edward Gross, 393.

MAYROSE, ROSALIE C. Assistant in Research, Office of Institutional Research, 6074 Administration Building, The University of Michigan. Ann Arbor, Michigan 48104. (313) 764-9254.

666 *Faculty Workload in the School of Education and Other Selected Academic Units of the University of Michigan*

An analysis of the workload of the professorial ranks of the School of Education and other selected units of the University of Michigan in all major areas of faculty activity including instruction, research, service and administration. Workloads that are dissimilar in nature will be compared by using normative data on the expenditure of faculty time, in order to identify the load imposed by one kind of task in terms of the load imposed by another type of task. Purpose: To develop a useful method for comparing the equitability of loads placed upon groups of faculty members performing dissimilar tasks, and to use the techniques to compare faculty workloads of different units. The study is expected to be useful in assessing the equitability of present load-staffing ratios and in developing load and staffing patterns for the future. August 1971–Spring 1972.

Internal report is planned.

McCARTHY, JOSEPH L. Dean of the Graduate School and JAMES RYAN Vice President for Planning and Budgeting, University of Washington. Seattle, Washington 98105. (206) 543-5900.

667 *Cost of Graduate Education*

A three-part project with staff assistance by Robert D. Lamson, Assistant Vice President for Planning and Budgeting of the University of Washington: 1. bibliographic citations of 2200 items dealing with the costs of graduate education; 2. an annotated bibliography of the 200 most important items; and 3. a statement of present conditions. Purpose: To assemble comprehensive information on the costs of graduate education and synthesize the data for general use. May 1970–January 1972.

The three documents are available from the Council of Graduate Schools in the United States, Suite 740, One Dupont Circle, Washington, D.C. 20036—the third one without charge.

National Science Foundation, with sponsorship of the Council of Graduate Schools in cooperation with the National Association of College and University Business Officers.

McCLEARY, C. H. and R. E. BRACK Extension Division, University of Saskatchewan, Saskatoon, Saskatchewan. (306) 343-5669.

668 *Credit Classes in a Federal Penitentiary*

Data will be collected about the context in which a University of Saskatchewan course is offered at the Federal Penitentiary at Prince Albert, including the perceptions of administrators, counselors, instructor, enrollees and other inmates. Purpose: To determine the potential and limitations of offering university level courses to the incarcerated. September 1971–June 1972.

Extension Division, University of Saskatchewan, Saskatoon, Saskatchewan, and Department of the Solicitor General, Saskatchewan Penitentiaries.

McCOLLESTER, C. W. Co-ordinator of Analytical Studies and **TIMOTHY POLEY** Assistant to the Co-ordinator of Analytical Studies, Office of Dean of Administration, University of Notre Dame, Notre Dame, Indiana 46556. (219) 283-7572.

669 *Student Evaluation of Courses and Instructors: Context, Substance, Critique, and an Annotated Bibliography*

A study of course-instructor evaluations at Notre Dame based upon six semesters of experience, which describes and analyzes purposes of the evaluations, development of the instruments, student attitudes toward the evaluation, and reaction to the output data by professors and administrators. Validity studies and a bibliography will be included. Purpose: To indicate how one university of 8500 students has confronted the problem of evaluating its professors and courses and thereby help other institutions begin a new evaluation procedure, or modify an existing one. October 1971–February 1972.

Offset report is available.

McCONNELL, T. R. Research Educator and Professor Emeritus of Higher Education, 4421 Tolman Hall, University of California, Berkeley, Berkeley, California 94720. (415) 642-7506.

670 *Government and Higher Education in Britain*

A tripartite analysis:

1. Relationships between government and higher education. An examination of overt and covert forms and methods of governmental control of higher education, including relations between the Department of Education and Science, Parliament, the Controller and Auditor General, Royal Commission of Inquiry, and such bodies as the Robbins Committee on Higher Education and the universities and other agencies of higher education.

2. Autonomy of universities and other agencies of higher education. A review of the elements of autonomy that institutions of higher education in Britain have traditionally possessed, their present condition of autonomy, and the extent and sources of erosion of autonomy, together with a philosophical description of desirable elements of autonomy.

3. The intermediary bodies standing between the Department of Education and Science and the universities and other agencies of higher education. A description of the changing role of the University Grants Committee from that of assistance in planning to increasingly explicit control, based on interviews with the major parties involved and documentary research, and consideration of possible creation of other intermediary bodies, such as a polytechnic grants committee. Purpose: To analyze recent changes and to forecast future relationships between the British government and higher education. 1948–ongoing.

"A Revolution in British Higher Education?" *National Education Association Journal*, 54:5 (1965); "A Research Base for a Diversified System of Higher Education," in *Research into Higher Education, 1967*, London: Society for Research into Higher Education, March 1968; with Robert Berdahl, "Planning Mechanisms for British Transition to Mass Higher Education," *Higher Education Review*, 4:1 (Autumn 1971), 3-22. Further articles and books planned.

Carnegie Corporation of New York.

671 *Legitimate Interests of Government in Higher Education*

A survey of issues of public concern and public interest, such as equality of access to higher education, assurance of "efficiency" and "economy" of operation, and the meeting of governmentally defined national needs. Purpose: To delineate the proper or legitimate interests of government regarding higher education and how the public's interests can best be expressed governmentally. 1950–ongoing.

"Governments and the University: A Comparative Analysis," in *Governments and the University*, Toronto: Macmillan of Canada, and New York: St. Martin's Press, 1966; "Colleges and Universities as Agents of Social Change: An Introduction," in W. J. Minter and I. M. Thompson (Eds.), *Colleges and Universities as Agents of Social Change*, Boulder: Western Interstate Commission for Higher Education and Center for Research and Development in Higher Education, 1968; *The Redistribution of Power in Higher Education*, Berkeley: Center for Research and Development in Higher Education, University of California, 1971; with K. P. Mortimer, *The Faculty in University Governance*, Berkeley: Center for Research and Development in Higher Education, University of California, 1971; "Accountability and Autonomy," *Journal of Higher Education*, 42:6 (June 1971) 446-466; "Changing Patterns of Internal Governance," paper given at Workshop on Governance, Houston, Texas, February 1971, to be published in *Daedalus*. Additional articles or monograph planned.

U.S. Office of Education through Center for Research and Development in Higher Education, and the Carnegie Corporation of New York.

672 *Means of Comprehensive Planning and Coordination of Postsecondary Education*

An investigation of structural arrangements for education beyond the high school at state and national levels. Purpose: To assure systematic planning and coordination. 1950–ongoing.

"The Cordination of State Systems of Higher Education," in Logan Wilson (Ed.), *Emerging Patterns in American Higher Education*, Washington, D.C.: American Council on Education, 1965; "State Systems of Higher Education," in Earl J. McGrath (Ed.), *Universal Higher Education*, New York: McGraw-Hill, 1966; "Flexibility, Quality, and Authority in Coordinated Systems of Higher Education," paper prepared for American Academy of Arts and Sciences Conference on Higher Education, Stanford, February 17-18, 1972.

U.S. Office of Education through Center for Research and Development in Higher Education, and the Carnegie Corporation of New York.

Planning and Coordination of Postsecondary Education in Britain, see Robert Berdahl, 80.

McCORMACK, WILLIAM Director, International Education, 2538 Channing Way, Building D, Room 104-A, University of California, Berkeley. Berkeley, California 94720. (415) 642-1356.

673 *American Students in India*

Interviews with over 100 American graduate students in India between 1968 and 1972 have been recorded and transcribed and will be analyzed. Purpose: To shed light on the affective and cognitive factors related to successful performance abroad. To December 1972.

Monograph or book planned.

Institute of International Studies, Department of Health, Education and Welfare.

674 *Students Abroad*

A survey and analysis of research on foreign students in the United States and Europe as well as American students abroad. Purpose: To develop a model that will explain intercultural behavior. To September 1972.

Book planned during 1972.

McCRORIE, J. N. Department of Sociology, University of Saskatchewan, Regina Campus. Regina, Saskatchewan. (306) 586-7968.

675 *Moose Jaw Youth*

Interviews have been held with a sample of twelfth-grade students, their families, and teachers. Purpose: To determine the occupational and postsecondary choices and decisions of students in a declining prairie industrial city. May 1971–September 1972.

Sample Survey Centre and Data Bank, University of Saskatchewan, Regina Campus.

McDONALD, FREDERICK J. Director, Educational Studies Division, Educational Testing Service. Princeton, New Jersey 08540. (609) 921-9000.

676 *Performance-based Measures for Assessment of Teacher Behavior*

Data on reliability and validity on three kinds of teacher performance measures (microteaching tests, minicourse tests, film simulation tests) are being studied, and normative data on performance are being collected. Microteaching tests are videotaped and audiotaped. Standard stimuli are provided and rating forms for student and teacher evaluations. Minicourses are one to two-week courses taught to a class of 20 students. Teaching materials and end-of-course tests for classroom students have been developed. Film simulation tests involve a series of successive classroom incidents which the student-teacher is asked to evaluate. Work has been proceeding in cooperation with Hofstra University and Illinois State University at Normal. Purpose: To develop valid and reliable performance-based measures for use in comprehensive programs of student-teacher training and assessment, in-service training programs for teachers, and teacher certification procedures. September 1970–ongoing.

Research Bulletin available late in 1972 from ETS.

McGEE, REECE Professor of Sociology and Purdue Master Teacher, Department of Sociology, Purdue University, Lafayette, Indiana 47907. (317) 494-4645.

677 *Purdue Experiment in Mass Instruction*

A continuous survey of freshman sociology classes of "mass" size (750-1100 students), collecting biographical, performance, and course and instructor evaluation information. Questionnaire information, SAT scores, grades, and other records are used along with student free-form comment sheets. Purpose: To determine what actually happens in the classroom in huge courses and what teaching styles or approaches are most effective for what kind of student. Fall 1967–ongoing.

Purdue Experiment in Mass Instruction *Bulletins* are produced on a continuing basis and are available free of charge from the Institute for the Study of Social Change, Department of Sociology. Four have been produced as of fall semester, 1971. Persons requesting addition to the mailing list are automatically sent back issues.

McGOVERN, JAMES J. Coordinator, Issues Analysis Institute, State University of New York, Farmingdale, New York 11735. (516) 420-2149.

678 *An Instrumental Analysis of Management Information Systems Measurement Control in Selected Government and University Planning-Programming-Budgeting Systems*

The Rand Institute of New York City and the Management Analysis Staff of Nassau County, New York, are being studied along with the Management Information System, SUNY at Stony Brook, and the Division of Interdisciplinary Studies, School of Education, New York University, to detect insights into calibrating performance measurements. Purpose: To obtain guidelines for analyzing the standardized models used in performance evaluation. September 1969–September 1972.

Dissertation planned.

McGRATH, EARL J. Director, Higher Education Center, 304 Seltzer Hall, Temple University, 1700 North Broad Street, Philadelphia, Pennsylvania 19122. (215) 787-8548.

679 *Central States Study of Institutional Functioning*

In October 1969 the Institutional Functioning Inventory of Educational Testing Service was administered at the 12 member institutions of the Central State College Association, and readministered in October 1971. Changes in institutional scores on the 11 scales have been determined, and interviews are being held on each campus to learn the background and reasons for the major changes–some for the better, some for the worse–on some institutions' profiles. Purpose: To establish cause and effect relationships between institutional changes and changes on IFI scores. 1969–1972.

Volume planned 1972.

Esso Education Foundation and contribution from each institution.

680 *Development of a Functional Curriculum in the Liberal Arts*

Working with John Dewey's concern for starting the educative process at a point which the student finds interesting, an assessment is being made of the issues and problems of current concern to young people, such as ecology, population, war, democracy and totalitarianism, the family structure, and of the information needed to understand these issues. Students are being asked to describe their concerns and the knowledge they seek on these problems. From these lists, the content of a curriculum will be developed. Purpose: To adapt higher education to the problems of the times by developing a new model of general education based on human concerns rather than academic disciplines. 1971–1972.

Packet of materials planned describing issues, relevant knowledge, and possible curricula.

Esso Education Foundation.

681 *Importance of Value Questions on Church-related Campuses as Opposed to Secular Campuses*

Church-related colleges have been assumed to emphasize character development, religiosity, and a concern for values more than secular institutions. Purpose: To test this assumption, an instrument is being designed regarding the functional meaning of religion and the attention devoted at an institution to basic value questions of humanity. The instrument will be tested on a sample of colleges and universities, and perfected before being made available for use by all interested institutions. 1971–ongoing.

Questionnaire instrument, manual, and eventual reports planned.

McINTOSH, R. G. Department of Educational Administration, University of Alberta. Edmonton, Alberta. (403) 432-3681.

682 *The Planning and Development of Grant MacEwan Community Colleges*

Documentary analysis, interviews, and participant observation. Purpose: To describe and analyze the initiation and first two years' development of a new community college, with particular reference to its establishing its "organizational character." April 1970–December 1972.

College Administration Project working paper planned.

University of Alberta.

McINTYRE, CALVIN Graduate Student, Department of Educational Administration, Room 724 WARF Building, University of Wisconsin. 610 Walnut Street, Madison, Wisconsin 53706. (608) 263-2724.

683 *Influence and Influence Strategies of the Wisconsin Student Association on University Policy Making*

An historical case study of the Wisconsin Student Association since its inception in 1938. Accurate data about this student government should help answer whether student governments are influential in matters of importance or simply indulge in "sandbox politics." Purpose: To learn if student government has influenced policymaking at the University of Wisconsin, Madison Campus, and, if so, how influence was exerted and the types of policies influenced. January–Summer 1971.

Ph.D. dissertation.

McINTYRE, DONALD Y. 402 Mack Drive, Valdosta, Georgia 31601.

684 *The Development of Education and Training of Florida's Law Enforcement Officers, 1900-1970*

A survey of all Florida Sheriff's and Police Departments. All organizations that have contributed to the training and education of the officers, such as the F.B.I., Florida Department of Education, community and four-year colleges and universities, will be surveyed by questionnaire or telephone and personal interviews. Purpose: To formulate an historical account of the training and education of law enforcement officers. April 1970–March 1971.

McKEACHIE, WILBERT J. Professor, Department of Psychology, University of Michigan. 529 Thompson, Ann Arbor, Michigan 48104. (313) 763-0218.

685 *Multiple Discriminate Analysis of Student Ratings of Faculty*

A study of dimensions of student ratings of faculty. Analysis of the data from introductory psychology teachers is complete and an effort is being made to extend the study to other departments. Purpose: To determine what items and what dimensions are most effective in discriminating among teachers both for improvement of teaching and rewarding effective teaching. September 1970–ongoing.

Article planned.

U.S. Office of Education.

McKELVEY, FREDERICK H. see Erwin D. Mahan, 645.

McLAUGHLIN, GERALD Institutional Research and **LESLIE MALPASS**, Vice President for Academic Affairs, Virginia Polytechnic Institute and State University. Blacksburg, Virginia 24061. (703) 552-6994.

686 *Roles of Department Heads in Higher Education*

Development and assessment of

questionnaires for department heads, chairmen, and deans on time required for specific tasks, emphasis placed on departmental and college goals, rewards of the position, and other salient aspects of department headship. Purpose: To obtain better understanding of the total role. To August 1973.

Preliminary report of local data should be available in May 1972.

McLAUGHLIN, GERALD, PAT DELOHERY and JAMES R. MONTGOMERY Office of Institutional Research, Virginia Polytechnic Institute and State University. Blacksburg, Virginia 24061. (703) 552-6994.

687 *Pass-fail Grading Practices*

A review of the type of student enrolled at VPISU in pass-fail courses and the effect of taking these courses on grade average and hours earned, compared with data from other campuses. Purpose: To evaluate pass-fail grading at VPISU. January–October 1971.

Report has been forwarded to ERIC.

McLAUGHLIN, GERALD, WILLIAM STULL and JAMES R. MONTGOMERY Office of Institutional Research, Virginia Polytechnic Institute and State University. Blacksburg, Virginia 24601. (703) 552-6994.

688 *Effects of Temporarily Placing Three Students in Two-Person Dormitory Rooms*

This research seeks to obtain attitudes of subjects and a control group toward housing conditions and the University in general and also reviews subjects and controls on their academic achievement, persistence or drop out rates, and related factors. October 1971–May 1972.

Publication plans indefinite.

McLEISH, JOHN Professor of Educational Psychology, University of Alberta. Edmonton, Alberta. (403) 432-4169.

689 *Students' Attitudes: A Cross-cultural Study*

The Cambridge Survey of Educational Opinion is being given to student-teachers at beginning of their training and, where possible, on completion. Purpose: To discover patterns of beliefs and attitudes in student-teachers in England, Canada, Thailand, U.S.A. and other countries and relate these to cultural differences and to their training programs, where possible. September 1964–1973.

To be published in various monographs.

Human Resources Research Council provided an initial fund.

McTARNAGHAN, ROY E. Director, State Council of Higher Education for Virginia. 10th Floor, 911 East Broad Street, Richmond, Virginia 23219. (703) 770-2143.

690 *Graduate Degree Productivity in Virginia, 1966-1970; The Performance of Transfer Students from Virginia's Community Colleges to the Senior Colleges*

Contact Donald H. Winandy, Programs and Research Administrator, for further information.

MEDNICK, M.T. School of Liberal Arts, Howard University. 2400 Sixth Street N.W., Washington, D.C. 20001.

691 *Motivational and Personality Factors Related to Career Goals of Black College Women*

Background questionnaires and tests to measure achievement motivation, fear of failure, innovativeness of occupational choice, career commitment, perceptions of femininity, and militancy are administered. Purpose: To examine the personality variables in occupational choice, career commitment, and achievement motivation among a current sample of black college women at a predominantly black university, an integrated urban university, and an integrated rural college and between these women and those surveyed five to ten years ago. June 1970–June 1972.

Mimeographed paper available.

U.S. Department of Labor.

MEDSKER, LELAND L. Professor of Education and Director, Center for Research and Development in Higher Education, 4609 Tolman Hall, University of California, Berkeley. Berkeley, California 94720. (415) 642-5769.

692 *New Institutional Forms for Extending Postsecondary Education*

Data on new educational forms have been gathered in Australia, New Zealand, the

Far East, and Europe. Early phases of the project will include an inventory of the pressures leading to new institutional forms, an inventory and taxonomy of these forms, and identification of issues and problems inherent in each. Later topics will include organization, structures, and delivery systems for extended learning; counseling and information services necessary to facilitate the programs; evaluation and accreditation of the new forms, and their coordination. Purpose: To study the emerging forms of nontraditional higher education in other countries and the United States, gathering information about them and the reasons behind their emergence, and assessing their viability and their effect on extending access to education to groups previously unserved by academic institutions. 1971–ongoing.

Articles and monographs are planned.

Ford Foundation and Center for Research and Development in Higher Education.

MEEK, DORIS A. Director, Core Curriculum in the Health Sciences and Associate Professor of Education, Community College Teacher Preparation Program, San Diego State College. San Diego, California 92115. (714) 286-6235.

693 *Core Curriculum in the Health Sciences*

A cooperative project with community college faculty in Anatomy, Microbiology, Physics, Physiology, Chemistry (AMPPC) and allied health occupational educators. Purpose: To develop an integrated community college basic core science curriculum and its learning activity modules for all students preparing to be technicians in the allied health occupations. July 1970–June 1972.

"Preliminary Report–Program for Educational Mobility for Health Manpower (The Basic Sciences)," and "Second Report–Program for Educational Mobility for Health Manpower (The Basic Sciences)," cited in *Research in Education* 6:12 (December, 1971) and *Abstracts of Research and Related Materials in Vocational-Technical Education* 5:1 (January, 1972). Duplicated final report tentatively planned.

Assistance from Coordinating Council for Health Sciences of San Diego and Imperial Counties under auspices of Regional Medical Program.

MEIER, JOHN H. Associate Professor of Clinical Psychology and Pediatrics, and Director, John F. Kennedy Child Development Center, University of Colorado Medical Center. 4200 East Ninth Avenue, Denver, Colorado 80220. (303) 394-8407.

694 *Prediction of Success of Graduate Fellows in Early Childhood Special Education*

Development of a pretest battery with high predictive validity for awarding postgraduate fellowships at John F. Kennedy Child Development Center, using the Rokeach Dogmatism Scale, Harvey's "This I Believe" Attitude Inventory, and the Minnesota Teacher Attitude Inventory. Personality patterns of interest include stable maturity, openness to new ideas, and self-confidence based on a fundamental feeling of competence in their own discipline. Purpose: To improve judgments about trainee's likelihood of profiting from the training program.

"The Selection of Response-Able Learning Facilitators," paper, National Association for the Education of Young Children, 1971. Reports will be available when findings are more clear.

MELLICHAMP, DUNCAN Associate Professor, Chemical Engineering and **JAMES HOWARD** Assoicate Professor, Electrical Engineering, University of California, Santa Barbara. Santa Barbara, California 93106. (805) 961-2821 and 961-3136.

695 *Course Sequence for Digital Control of Chemical Processes*

The development of a course sequence covering information processing in relation to chemical engineering systems with emphases on digital operations. Laboratory courses will be modified to provide experiments taking advantage of the supervisory capabilities of a small digital computer. Purpose: To fill a gap in the current chemical engineering curriculum by presenting information processing principles and digital control elements and applying these ideas in an established laboratory. March 1971–March 1974.

Interim reports available from the investigators, as will be the materials–lecture notes, demonstrations, laboratory experiments, etc.

National Science Foundation.

MELLINGER, GLEN D. see Dean I. Manheimer, 648.

MELNICK, MURRAY Assistant Director, Center for the Study of Higher Education, Hofstra University. 59 Meadowbrook Place, Hempstead, New York 11550. (516) 560-3328.

696 *Performance of Students Transferring to Hofstra with Low Grade Point Averages*

Data has been gathered on students transferring with grade point averages under 2.30 at previous colleges. Using graduation and Hofstra GPA as indicators of performance, relations of several variables—previous major, GPA at previous college, and type of college—are being studied. Purpose: To determine the extent to which transfer students with poor credentials can be successful at Hofstra and to guide Hofstra admissions officers in their selection. October—December 1971.

Mimeographed report available.

697 *Predictors of Success in the Master of Business Administration Program of Hofstra University*

Academic records of recent graduates of the Master of Business Administration program are being compared with a group of withdrawers from the program. Included are Admission Test for Graduate Study in Business (ATGSB) scores, Total V and Q, undergraduate GPA, and undergraduate concentration GPA. Purpose: To determine whether the ATGSB is an efficient indicator of graduate success in the light of previous research, which indicates that it is not, and to compare its predictive power with other predictors so that admissions officers can determine which applicants are most likely to do well if admitted. September—November 1971.

Mimeographed report available.

MELOFF, WILLIAM and DAVID OTTO, Institutional Research and Planning, 111 University Hall, University of Alberta. Edmonton, Alberta. (403) 432-5295.

698 *Teaching at the University of Alberta*

A wide variety of survey techniques is being employed to gather data on teaching and learning at the University of Alberta, such as literature research, questionnaires, personal interviews and course guide evaluations. Purpose: To gather and digest information on various aspects of university teaching and learning from both inside and outside the university; to make this readily available to members of the university community; and to encourage both innovation and research into teaching and learning by members of the academic staff. April 1970—ongoing.

A list of projects, with their descriptions, may be obtained from David Otto.

General Faculties Council's Committee to Investigate Teaching, University of Alberta.

MENDENHALL, ROBERT C. see Stephen Abrahamson, 5.

MERTINS, PAUL F. Head, Business Operations Section, Higher Education Surveys Branch, National Center for Educational Statistics. Room 2136, U.S. Office of Education, 400 Maryland Avenue S.W., Washington, D.C. 20202. (202) 962-7301.

699 *Financial Statistics of Institutions of Higher Education for Fiscal Year Ending 1971*

Annual survey (OE Number 2300-4) within HEGIS of all institutions of higher education eligible for listing in *Education Directory: Higher Education*. Covers current funds, revenues, and expenditures, indebtedness on physical plant, endowment, physical plant assets, and basic student charges. Public institutions are asked to provide figures as well on case and security holdings and debts outstanding, issued, and retired. Purpose: To acquire and disseminate more meaningful statistical quantities on the operation of higher education, and to bring consistency and compatability to data on higher education. Mailed Summer 1971; due back October 1971.

Publication planned.

MESSING, AUBREY F. Coordinator, Attrition Reduction Consortium, Lakeland College. Sheboygan, Wisconsin 53081. (414) 565-1215.

700 *Attrition Reduction Consortium*

In 1969, three Wisconsin liberal arts colleges—Lakeland, Marian, and Milton—and Wisconsin State University-Oshkosh formed the Attrition Reduction Consortium and inaugurated personal development seminars, learning centers, and reading-study laboratories. Purpose: To help reduce student attrition. 1969—ongoing.

U.S. Office of Education.

METZGER, WALTER P. Professor of History, 710 Hamilton Hall, Columbia University. New York, New York 10027. (212) 280-2484

701 *The History of Tenure and the Development of the American Association of University Professors*

Two studies: 1. For the Commission on Academic Tenure, a review of the growth of the concept and practice of tenure from its medieval roots and through three stages of the development of the professoriate–the periods of academic mastership, of employee status, and now of professionalism. 2. For the fiftieth anniversary of the founding of the American Association of University Professors, an analysis of the origins of the AAUP and its subsequent growth, tracing the dominant principles of the organization and setting both the organization and the principles in the context of the development of professions within society. Purpose: Better understanding and appreciation of the development of the academic profession. Ongoing.

"The First Investigation," *AAUP Bulletin*, 47:3 (Winter, 1961) 206-210. "Origins of the Association: An Anniversary Address," *AAUP Bulletin*, 51:3 (June, 1965) 229-237. "The Academic Profession and Its Public Critics," *The Public Challenge and the Campus Response*, Western Interstate Commission for Higher Education, September, 1971, pp. 71-88.

Carnegie Corporation of New York and Commission on Academic Tenure.

MEYER, JOHN R. Project Co-director and President, and F. THOMAS JUSTER, Project Co-director and Vice-President, The National Bureau of Economic Research, Inc., 261 Madison Avenue, New York, New York 10016. (212) 682-3190.

702 *Benefits from Higher Education*

Studies have been made of patterns of consumption and savings, criminal activity, labor force participation, fertility, social and political attitudes, health, and a series of questions on the return to educational investment. Purpose: To analyze the impacts of higher education on society. To 1972.

"Net Returns to Educational Investment" by Paul Taubman and Terence Wales, and "Mental Ability and Higher Educational Attainment in the Twentieth Century" are the first in a series of eleven technical reports that will be published.

Carnegie Commission on Higher Education.

MICEK, SIDNEY Research Associate, Research Unit, National Center for Higher Education Management Systems at WICHE, P.O. Drawer P, Boulder, Colorado 80302. (303) 449-3333.

703 *Outputs of Higher Education*

An inventory of outcome variables is being developed, along with a conceptual model of the higher educational system which relates outputs to environmental variables, educational processes, institutional resources, and student inputs. Indicators or proxies for output variables are being identified, and a controlled implementation of the inventory and indicators will be undertaken to identify areas where additional research is needed as well as to isolate the more immediate benefits of implementation. Purpose: The overall goal of this project is to improve planning, evaluation, and decisionmaking in higher education by developing quantitative measures and qualitative understandings of the outcomes of educational programs. Ongoing.

The Outputs of Higher Education: Their Identification, Measurement and Evaluation is available from NCHEMS at WICHE for $3.50, as is *Inventory of Educational Outcomes and Activities* (Technical Report No. 15) for $1.

Ford Foundation grant to NCHEMS at WICHE for the Research Unit.

MICHAELS, M. G. and BERNARD S. SHEEHAN, Office of Institutional Research, The University of Calgary. Calgary 44, Alberta. (403) 284-5877.

704 *University of Calgary Cost Study*

Determination of university activities and the cost of university activities, and assignment of activity costs to student academic programs. Purpose: To assist the Alberta Universities Commission evaluate existing formula financing enrollment unit weights by determining costs of student academic programs, check on the reliability of the results obtained, and serve as a learning opportunity in a continuing exploratory program on management aids and techniques such as planning, programming, budgeting systems, resource prediction and cost simulation models, and fee for service arrangements, which have promise of application to university administration. March 1970–ongoing.

Report No. 61: The University of Calgary Cost Study 1969/70, September 1971.

MICHAUD, LUCIEN F. see J. F. Houwing, 468.

MIKLOS, E. Department of Educational Administration, The University of Alberta. Edmonton 7, Alberta. (403) 432-3373.

705 *Approaches to Planning Development in Postsecondary Education*

Existing structures have been identified, information on activities has been obtained through use of questionnaires and interviews, and planned relevant activities are being analyzed in terms of appropriate concepts and conceptual models. Purpose: To describe and compare current structures for coordinating the development of postsecondary education in the ten provinces, to describe and analyze approaches to planning development that have been adopted by coordinating agencies in Alberta and Ontario, to compare approaches in terms of concepts derived from various theoretical sources on planning, and to suggest alternative approaches to planning. October 1971–August 1972.

MILES, MATTHEW B. see Morton A. Lieberman, 604.

MILLARD, RICHARD M. Director of Higher Education Services and **NANCY M. BERVE** Associate Director of Higher Education Services, Education Commission of the States. 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203. (303) 893-5200.

706 *Task Forces on Statewide Governance and Coordination in Higher Education, on Graduate Education, and on Teacher Education*

In planning stage, with no target dates for initiation or completion of task force reports. Purpose: To develop policy in these areas for consideration by the states. Ongoing.

MILLER, JERRY W. Associate Director, National Commission on Accrediting. Suite 760, One Dupont Circle, Washington, D.C. 20036. (202) 296-4196.

707 *A Statement of Principles That Should Characterize the Organization of Accreditation in Relation to the Functions It Serves in American Society*

Statements of principles are being circulated to 100 individuals concerned with accreditation, and the Delphi technique of developing consensual statements is being used. Purpose: To arrive at a set of criteria regarding the operation and organization of accrediting agencies, against which the operation of currently recognized and potential accrediting agencies can be evaluated. November 1971–Fall 1972.

Dissertation plus the statement of principles.

MILLER, LEONARD see Roy Radner, 818.

MILLIGAN, M. W. Professor of Mechanical and Aerospace Engineering, University of Tennessee. Knoxville, Tennessee 37916. (615) 974-5138.

708 *Homework–Its Relation to Effective Learning*

Two groups of students are being subjected to identical teaching-learning situations in an upper-division engineering course except that one group is handing in homework for correcting by the instructor whereas the control group hands in no homework. The relative performances of the two groups are being determined by common mid-term and final examinations, and a survey is being conducted. Purpose: To measure the utility of homework assignments. March 1971–January 1972.

A paper in the American Society for Engineering Education Journal is planned.

Learning Research Center, University of Tennessee, Knoxville, $200.

MILNER, MURRAY, Jr. Assistant Professor of Sociology, and Research Associate, Center for Policy Research, New York University. 475 Riverside Drive, New York, New York 10027. (212) 870-2180.

709 *Status Inflation: The Expansion of Higher Education and the Future of Social Inequality*

A secondary analysis of available data on the effects of the expansion of education was undertaken. It attacks the assumption that the expansion of opportunity for education will significantly increase equality in the general societal stratification system and concludes that because of the influence of social background on the routing of young people, the expansion of student aid is not likely to have much effect in affecting social equality in society in terms of class, although it may have some benefit in regard to race. Purpose: To assess the probable societal effects of expanded student aid in higher education. September 1968–Fall 1971.

Preliminary analysis in Amitai Etzioni and Murray Milner, Jr., *Higher Education in an Active Society: A Policy Study*, Bureau of Social Science Research, 1200 Seventeenth Street N.W., Washington, D.C. 20036, 1970. Volume planned in Jossey-Bass Behavioral Science Series, 1972.

U.S. Office of Education, Bureau of Research.

MILLSTEIN, EUGENE J. see James A. Dunn, 285.

MIMS, R. SUE Research Assistant, Office of Institutional Research, 6074 Administration Building, The University of Michigan, Ann Arbor, Michigan 48104. (313) 764-9254.

710 *Seasonality of Instructional Activities*

A comparative study of seasonal changes in instructional activity, based on fall term 1970 and winter term 1971–student headcounts, student credit hours taught, academic staff numbers, curricular offerings, and distributions of faculty effort in all 17 schools and colleges of the University of Michigan. Purpose: To investigate two means of improving resource allocation and utilization: 1. savings in academic salary funds that would result from adjusting allocations for seasonal changes in student-staff ratios, and 2. additional student fee revenue that might be generated if the number of FTE students in the lower enrollment term were increased to the level in the higher term. July–November 1971.

Internal report prepared.

711 *School of Social Work Planning and Analysis*

A Social Work Management Information System is being organized and integrated with the information system of the Office of Institutional Research; an induced course load matrix for the school is being developed; and a program budgeting process for one of the areas of instruction is being initiated. Purpose: To survey and evaluate data needed and available to expand planning and management capabilities in the University of Michigan School of Social Work and to demonstrate the use of data in specific planning and management activities. Fall 1971–May 1972.

Internal reports planned.

MINCER, JACOB Professor of Economics, Columbia University, and Senior Staff Member, National Bureau of Economic Research, Inc. 261 Madison Avenue, New York, New York 10016. (212) 682-3190.

712 *The Relation between Investments in Human Capital, Including All Forms of Education, and Earnings*

Studies are being carried out by several researchers at Columbia and the National Bureau of Economic Research, singling out schooling, job training, and home environment as they affect earning capacity. Studies are also underway of the distribution of employment and unemployment as affected by human capital investments, and as the employment experience affects earnings, and of earnings differentials by sex and the family context of income distribution. Purpose: To investigate relations between investments in human capital and earnings. Ongoing.

Mimeographed reports available; National Bureau of Economic Research monographs or research reports and Ph.D. dissertation in Economics at Columbia planned.

Office of Economic Opportunity and National Science Foundation.

MINTER, JOHN Staff Associate for Program Development, National Center for Higher Education Management Systems at WICHE. P.O. Drawer P, Boulder, Colorado 80302. (303) 449-3333.

713 *Personnel Classification Manual*

The first edition of the Personnel Classification Manual provides standard categories for classifying and reporting employee activities typically associated with assignments in colleges and universities. Purpose: To support the Higher Education General Information Survey of the National Center for Educational Statistics, U.S. Office of Education.

U.S. Office of Education, Center for Educational Research and Development, Division of Higher Education Research.

MONTGOMERY, JAMES R. Director of Institutional Research, Burruss Hall, Virginia Polytechnic Institute and State University. Blacksburg, Virginia 24601, (703) 552-6994 and **STANLEY J. FOLMSBEE**, University of Tennessee, Knoxville, Tennessee 37916.

714 ***Historical Research on the University of Tennessee***

Primary and secondary sources on the University are being collected and the history written. August 1968–May 1972.

Threshold of a New Day–The University of Tennessee 1919 to 1946, The University of Tennessee Press and Publications, December 1971. A hardback history of the University from its founding is planned for 1973, publication by The University of Tennessee Press.

Pass-Fail Grading Practices, see Gerald McLaughlin, 687.

Effects of Temporarily Placing Three Students in Two-Person Dormitory Rooms, see Gerald McLaughlin, 688.

MOOD, ALEXANDER M. Director, Public Policy Research Organization, University of California, Irvine. Irvine, California 92664. (714) 833-5449.

715 ***More Scholars per Dollar***

Eighteen selected changes were evaluated by a literature search, interviews, a mail survey, and a cost analysis. Since higher education is not providing what society wants, society is understandably cutting back the resources. Spreading the efforts of institutions of higher education over a much larger segment of the population and a much wider range of human endeavors is advocated along with reducing the average amount of higher education per person and scattering it through their careers. Purpose: To improve efficiency in higher education. June 1969–February 1971.

"More Scholars per Dollar" offset report, available at a charge of $15. Four chapters to be published as a technical report in Summer 1972.

Carnegie Corporation of New York, $50,000; Ford Foundation, $130,000.

MOON, REXFORD G., Jr. Senior Vice President and Director of Studies, and other senior officers, Academy for Educational Development, Inc., 437 Madison Avenue, New York, New York 10022. (212) 758-5454.

716 ***Studies of Colleges and Universities***

Examinations for client institutions of their organizational and financial management strengths and weaknesses. College personnel are assisted in developing data for these studies, and interviews are held with many people concerned with the future of the college. Purpose: To help make maximum use of existing resources, increase productivity, and enhance educational quality. Ongoing.

Confidential reports available only to client. Limited number are sometimes available with institution's permission.

Client institutions.

MOORE, J. WILLIAM Chairman, Department of Education, Bucknell University, Lewisburg, Pennsylvania 17837. (717) 524-1324.

717 ***Mastery within Hierarchical and Nonhierarchical Disciplines***

An experimental study using religion courses at Bucknell, following previous studies with biology, philosophy, and psychology courses at Bucknell, to test whether the "mastery" concept of Robert Gagne and others is equally important in such non-hierarchically structured disciplines as religion as it is in more hierarchically structured disciplines such as biology, and whether it is equally important for different course objectives within the same discipline. Previous studies indicate that student performance and satisfaction is higher when mastery is a requirement for progressing through a hierarchical course. Purpose: To determine the appropriateness of the "mastery" concept for different disciplines and in university-level instruction. Ongoing.

J. William Moore, J. Maurice Mahan, and C. Allen Ritts, "Continuous Progress Concept of Instruction with University Students," *Psychological Reports*, 25 (1969) 887-892. Further reports planned.

MOORE, KATHERINE A. see Arnold E. Amstutz, 22.

MORENCY, CLAUDE see Eddy Slater, 921.

MORGAN, GEORGE A. Health Scientist Administrator, National Institute of Child Health and Human Development, Building 31, Room 3A21, National Institutes of Health, Bethesda, Maryland 20014. (301) 496-5575.

718 ***Evaluation of a Student-centered Curriculum at Hiram College***

A comparison of the impact on student satisfactions, attitudes, and achievement of two contrasting college curricula: the new Hiram individualized curriculum versus the typical liberal arts college program represented by the old Hiram curriculum using changes during the freshman year for the last class under the old curriculum and the first two under the new, and a comparison of satisfactions, attitudes, and achievement of students who spent two years under the old curriculum with similar data on new curriculum sophomores. Purpose: To test the effectiveness of the new Hiram curriculum and the hypothesis that changes in academic program make no difference and are futile exercises by student and/or faculty committees. September 1968–December 1971.

Reports available from the Office of the Dean of the College, Hiram College, Hiram, Ohio 44234. A final report to the Chicago Regional Office of the U.S. Office of Education, submitted November 1971, available through ERIC. Article planned for *Proceedings* of the 1971 AIR Forum; journal article or monograph anticipated.

Office of Education with assistance from Hiram College, National Endowment for the Humanities and George Grund Foundation.

MORGAN, TONY see J. G. Paltridge, 776.

MORISHIMA, JAMES K. Director, Office of Institutional Educational Research, 530 Schmitz Hall, University of Washington, Seattle, Washington 98195. (206) 543-2385.

719 *Institutional Educational Research*

Among recent projects of the Office of Institutional Educational Research are: 1. a 1971 study of academic progress of intercollegiate football and basketball players; 2. a 1971 interview survey of a sample of faculty members on their attitudes toward, standards for, and use of grades of Passing/Withdrawal and Failing/Withdrawal; 3. a 1971 questionnaire survey of graduating students on their experiences at and attitudes toward the University to identify problem areas and dissatisfactions; 4. a winter 1971-72 national questionnaire survey of graduate schools, college admission offices and employers on the acceptability of transcripts containing Pass-Fail, Credit/No Credit, or similar non-traditional recording of college level work, in order to provide guidance to institutions in implementing programs of nontraditional grading; 5. a 1972 interview and questionnaire survey of a sample of students, counselors, and principals in Washington high schools and parents on the value and ease of use of the Washington Pre-College Test, presently required of all in-state students applying for admission to state institutions and designed to predict success in college and to identify areas of academic weakness; and 6. a ten-year in-depth evaluation beginning in 1972 of the University's Educational Opportunity Program, using interviews and transcript analyses and examining both academic and nonacademic variables. Purpose: To provide guidance to the University of Washington and other institutions in implementing new programs. Ongoing.

Reports may be available.

For 4, University of Washington Student Association, University of Washington Office of the Provost, Evergreen State College, Western Washington State College, and Eastern Washington State College. For 5, Washington Pre-College Testing.

MORRILL, WESTON H. Associate Professor of Psychology, Colorado State University, Fort Collins, Colorado 80521. (303) 491-5732 or 491-6077.

720 *Outreach-developmental Programs in College Counseling*

At the present time, counseling directors and counselors are well trained in the techniques of individual and group therapy, but there is no comprehensive study of outreach programs or their effectiveness, and there are no training programs nor materials available which deal significantly with outreach programming. A classification scheme for types of developmental-outreach programs has been developed; program descriptions from some 200 institutions have been compiled; and nine colleges and universities selected to implement and evaluate outreach programs are being intensively studied by use of preprogram (base rate) and postprogram data. Purpose: This project is aimed at meeting this need by studying counseling programs that have developed beyond dealing with the remediation of individual student "problems" only. June 1970–August 1973.

W.H. Morrill, E. R. Oetting, and J. C. Hurst, "Dimensions of Counseling Intervention," paper presented at American Personnel and Guidance Convention, Atlantic City, New Jersey, April 1971, and filed with ERIC. A final report on outreach-developmental programs based on the literature review, the reports from schools having some form of outreach program, and the results of the study of the programs of the nine schools will be prepared at the conclusion of the project. In addition, a book describing the "outreach" approach to institutional counseling and summarizing the survey of outreach programs is in preparation.

National Institute of Mental Health, $130,823.

MORRISON, JACK Associate Director, Arts in Education Program, JDR 3rd Fund, Room 1034, 50 Rockefeller Plaza, New York, New York 10020. (212) 765-2323.

721 *The Rise of the Arts on the American Campus*

The history and present status of the rise of the arts on the campus by reviewing findings of other national studies which include the arts, interviews with key figures, and a questionnaire survey of a selected sample of 20-odd varying institutions concerning objectives, operations, personnel, space, and financial support. Purpose: To provide a necessary first step towards developing a pool of comprehensive information about the arts and the role of the arts in higher education, their likely continued development, and their possible force in re-ordering priorities in today's "cultural revolution." April 1971–April 1972.

Carnegie Commission on Higher Education.

MORRISON, JAMES L. Assistant Professor of Education and Sociology, 410 Rackley Building, The Pennsylvania State University, University Park, Pennsylvania 16802. (814) 865-1489.

722 *The Institutional Role of the Community Junior College; Programs for the Disadvantaged in Two-Year Colleges*

A survey of a random stratified sample of all two-year colleges in the United States. Purpose: To examine the extent to which public two-year colleges are comprehensive in their curricular offerings and the extent and nature of programs for the academically disadvantaged within all two-year colleges. October 1970–October 1971.

Offset report available.

U.S. Office of Education.

MORSCH, WILLIAM Columbia Research Associates, 678 Massachusetts Avenue, Cambridge, Massachusetts 02139. (617) 354-4535.

723 *HEGIS Postenumeration Survey Study*

A follow-up survey of HEGIS V (1970), *Finances and Employees*, involving interviews at 125 campuses. Financial and personnel administrators were asked about problems with HEGIS; data were obtained and compared with that submitted in HEGIS; and each example of difference is being analyzed. Purpose: To identify the sources of possible error in HEGIS data, whether in the survey instrument or in the institution; to determine the amount of possible error to be expected in the published aggregation of HEGIS statistics; and to improve the usefulness of HEGIS. 1972.

Final report, consisting of tabular analyses and summary of discussions, will be made to the National Center for Educational Statistics, U.S. Office of Education.

U.S. Office of Education, National Center for Educational Statistics.

724 *College Operations and Cost Factors*

In the "Cost of College" study, for the period Fall 1967 through Spring 1970, data were collected from college operating records in campus visits from a sample of fifty colleges on some 150,000 class sections; rank, salary, and teaching loads of some 6500 faculty; academic characteristics of entering freshmen; enrollments; financial aid; facilities; and revenue and expenditures–permitting a multitude of statistical analyses. Purpose: To assemble the most comprehensive body of data available on class offerings, faculty, and enrollment of four-year colleges, and thus permit in-depth comparative analyses. Fall 1967–ongoing.

U.S. Office of Education.

MORSE, P. KENNETH Professor of Dental Education and Chairman, Dental Admissions Committee, Division of Educational Research and Development, Medical College of Georgia, Augusta, Georgia 30902.

725 *Predictors of Success in Dental School*

Three projects designed to study the effectiveness for predicting achievement success in dental school of 1. Gene Smith's Academic Motivation Inventory (Harvard); 2. handwriting analysis in preclinical manual skills; and 3. reports from faculty interviews of applicants for admission. Purpose: To improve the reliability of predictors of academic and manual skills success. Ongoing.

MORSTAIN, BARRY R. Acting Director, Academic Planning and Evaluation, University of Delaware, Newark, Delaware 19711. (302) 738-2837.

726 *Student Orientations Survey*

Within its ten scales, the Student Orientations Survey provides a means of assessing students' attitudes about education (i.e., interest in independent study, desire for role in decisionmaking, importance placed on formal evaluation and grades, and so on). Preliminary pre-testing involved 300 entering freshmen at the University of California, Berkeley; a revised version was used at the University of California, Davis; the University of Hawaii; and St. Olaf College; and a longitudinal analysis was completed in spring 1971. Further development and refinement is continuing. Purpose: To develop a means of systematically obtaining students' educational attitudes. August 1970–ongoing.

Questionnaire and manual available. Articles forthcoming.

MORTIMER, KENNETH P. Assistant Professor and Research Associate, Center for the Study of Higher Education, 4 Willard Building, The Pennsylvania State University. University Park, Pennsylvania 16802. (814) 865-8367.

727 *Accountability in Higher Education: For What and to Whom?*

A review of the literature and concepts of accountability as they apply to higher education. Purpose: To clarify the various uses of the term. September–December 1971.

Report to be published by ERIC Clearinghouse on Higher Education and the American Association for Higher Education.

ERIC Clearinghouse on Higher Education.

Variability in Faculty Perceptions of the Legitimacy of Governance in Nine Pennsylvania Institutions: A Comparative Study, see David W. Leslie, 592.

The Distribution of Authority and the Patterns of Governance in a Sample of Community and State Colleges in Pennsylvania, see Manuel G. Gunne, 399.

MORTIMER, KENNETH P. Assistant Professor and Research Associate and G. GREGORY LOZIER Research Assistant, Center for the Study of Higher Education, 4 Willard Building, The Pennsylvania State University. University Park, Pennsylvania 16802. (814) 865-8367.

728 *Voting Patterns of Pennsylvania State College Faculty in a Collective Negotiations Election*

A questionnaire was administered to a ramdon sample of faculty members in the fourteen Pennsylvania state colleges to ascertain why they voted as they did in an election to choose a bargaining agent for them. Purpose: To relate voting behavior to attitudes and opinions of members of the bargaining unit. September 1971–Spring 1972.

Monograph and journal articles are planned.

MOSER, CLAUS Director, Higher Education Research Unit, The London School of Economics and Political Science. London, England.

729 *Implications of the Carnegie Commission*

A review and analysis of the Carnegie Commission on Higher Education. 1972.

Carnegie Commission on Higher Education.

MOURITSEN, MAREN Director, Office of Student Activities, Box 42, Teachers College, Columbia University. New York, New York 10027. (212) 870-4249.

730 *Alienation and Disaffection among Doctoral Students as a Sign of Personal Dissatisfaction with the Structural, Personal, and Philosophical Elements of Their Graduate Studies*

A written and interview survey of feelings and attitudes about the advanced studies and past experience of a sample of a specific kind of graduate student such as the professional educator (principal, teacher, superintendent or administrator) with several years of experience in the field who has returned to the student role. It focuses on alientation, personal powerlessness, meaninglessness, normlessness, social isolation, and self-estrangement felt by the student returning to the classroom, where previous status and experience often become meaningless. Purpose: To understand better the role conflict of the former professional as a student in the educational setting, and the life style of nonparticipation and meaninglessness which often results. September 1971–September 1972.

Dissertation, Department of Higher and Adult Education, Teachers College, Columbia University.

MULKA, JOHN S. Director of Student

Activities, Box 158, Bloomseburg State College. Bloomsburg, Pennsylvania 17815. (717) 784-4660, ext. 308.

731 *Student Pressures for Change at Three Selected Colleges in Pennsylvania*

An historical analysis through interviews and document analysis of the extent and effects of student pressures for change in the curriculum, student life, and governance at Haverford College, Bloomsburg State College, and Wilkes College, and of the institutions' responses to these pressures. Purpose: To provide insight into the impact of student pressures for change. November 1971–September 1972.

Dissertation, The Pennsylvania State University, planned.

MUNDAY, LEO A. Vice President, Research and Development Division and JEANNE C. DAVIS Assistant to Vice President, Research and Development Division, The American College Testing Program, Inc. P. O. Box 168, Iowa City, Iowa 52240. (319) 351-4470.

732 *Dimensions of Significant Achievement after College: Perspectives on the Meaning of Academic Talent*

An examination of the relationships between ACT test scores, high school grades, high school nonacademic achievements, and later adult achievements of ACT tested students who enrolled at three universities, using ACT history files for earlier information and a special alumni survey of adult achievements two years after expected graduation date. Purpose: To examine predictive relationships over a prolonged period of time as part of ACT's series of research projects exploring the nature of human talent. September 1970–June 1972.

Professional articles and ACT Research Report planned.

MUNDAY, LEO A. Vice President, Research and Development Division, JAMES MAXEY Director, Research Services, and ROBERT FENSKE Senior Research Psychologist, The American College Testing Program, Inc. P. O. Box 168, Iowa City, Iowa 52240. (319) 351-4470.

733 *Sources of Satisfaction with College Experience as Reported by College Seniors*

A 15-item questionnaire surveying various aspects of satisfaction was administered to a sample of college seniors at approximately 100 institutions and results merged with data from the ACT history file. Factor analysis revealed that the items constituted three adequately reliable satisfaction scales–social, conventionally collegiate, and academic or intellectual. Purpose: To develop satisfaction scales and correlate their scores with academic and other student characteristics and with institutional characteristics. Fall 1971–Spring 1972.

Professional articles and ACT Research Report planned.

MUNDEL, DAVID S. Assistant Professor of Public Policy, John F. Kennedy School of Government, Littauer 106, Harvard University. Cambridge, Massachusetts 02138. (617) 495-4752.

734 *Alternative Government Higher Education Policies and Their Impact on Student College-going Behaviors*

The following are the major research activities currently being undertaken: 1. A study of the role of federal higher education support and its impact on low income students, using normative welfare economic criteria to establish a desired distributional role of federal higher education policy and contrasting that with the impact of existing programs. 2. Development of a detailed policy-relevant model of student college-going behavior, using econometric techniques to investigate the responsiveness of students to various institutional attributes–including quality, distance, residential facilities, price, and the availability of student assistance–with the aim of a model that can test the impact of alternative government subsidy programs. 3. A series of studies that describe the higher education system and college-going behaviors in a selected subsample of states, among them North Carolina and Massachusetts. Data from CEEB, ACE, and SCOPE are being used in the analyses. Purpose: To develop a series of models and tools with which government higher education policy makers can examine the impact of alternative programs. Following the development of the tools, a serious effort will be undertaken to apply them in at least one state. September 1969–January 1972.

Interim reports available upon request. A book and series of articles are planned.

Ford Foundation, College Entrance

Examination Board, and Department of Health, Education and Welfare (Office of the Assistant Secretary for Planning and Evaluation), $37,000.

MUSICK, PATRICIA Graduate Student, Design, Architecture, and Psychology, Center for Improvement of Undergraduate Education, Cornell University, Ithaca, New York 14850. (607) 256-3755.

735 *Classroom Interaction as Moderated by Physical Environment*

The effect of manipulating the physical classroom environment on seminar interaction in introductory psychology sections using three settings over a five-week period (tables arranged in a hollow sqaure with standard chairs; cushions and stools for students to arrange as they wish; cellular dividers and chairs) was investigated. The verbal and physical behavior of the class was recorded and filmed. Students and the undergraduate teaching assistants evaluated aspects of the project. Purpose: To find the fits and misfits between people and their built environments by investigating how physical and verbal behavior vary as settings change and how communication is helped or hindered by physical space. September 1971–January 1972.

Final report planned for summer, 1972.

MYERS, HAROLD R. Assistant Professsor of Physical Education, Division of Health and Physical Education, Humboldt State College, Arcata, California 95521. (707) 826-3557.

736 *Personality Characteristics and Attitude Changes in College Athletes*

Students who participated in intercollegiate athletics at the University of California, Davis, and at the University of California, Berkeley, between 1966 and 1970, completed the Omnibus Personality Inventory and supplemental attitude questionnaires in the fall of 1966 and again in the spring of 1970. Purpose: To provide information about changes that occur as a result of students' exposure to the college environment. June 1966–Summer 1972.

MYRAN, GUNDER A. Associate Professor of Administration and Higher Education, and Series Editor, Research and Report Series, Kellogg Community Services Leadership Program, 426 Erickson Hall, Michigan State University, East Lansing, Michigan 48823. (517) 355-6613.

737 *Community Services Leadership Program*

Case-study reports and general theoretical or practical reviews of community service activities in colleges and universities are being prepared as part of the Kellogg Community Services Leadership Program. Purpose: To increase and expand the concept of community services and to aid in developing and improving community services programs and projects. 1969–ongoing.

Gunder A. Myran, *Community Services Perceptions of the National Council on Community Services*, January 1971, Report No. 3; Howard Bernson, *Community Service at Montcalm Community College*, July 1971, Report No. 4.

W. K. Kellogg Foundation.

738 *Attitudes and Practices of Community Services Administrators in Community Colleges*

A mailed questionnaire survey of all community services administrators in community colleges who are members of the National Council of Community Services, covering their perception of community needs and of community interrelationships. Purpose: To permit the National Council of Community Services to clarify its goals and identify priorities and commonly-accepted practices. Spring 1970–January 1971.

National Council of Community Services and W. K. Kellogg Foundation.

739 *Senior Citizens Services in Community Colleges*

A post-card survey to members of the National Council of Community Services in community colleges, on their institutions' services currently available to senior citizens. Purpose: To outline some possiblities for the future. Spring–October 1971.

Research and Report Series monograph, December 1971.

National Council of Community Services, Institute for Gereontology, and W. K. Kellogg Foundation.

MYINT, THELMA see Helen S. Astin, 42.

NASH, GEORGE Consultant to the New Jersey Department of Health and to the Teacher

Corps, U.S. Office of Education. RFD 2, Box 191, West Brattleboro, Vermont 05301. (802) 254-2743.

740 *The Role of Universities in the Alleviation of Urban Problems*

Two studies: 1. A review of the literature and a questionnaire survey of a national sample of institutions in the spring of 1968, commissioned by the Twentieth Century Fund, and summarized in "An Overview of University Involvement in Urban Community and Minority Group Affairs," available from the author. 2. Case studies of the University of California at Los Angeles, University of Chicago, Columbia University, City University of New York, Morgan State College, Northeastern University, Our Lady of the Lake College, Southern Illinois University, and Wayne State University, focusing on what they have done to help solve urban problems in their environment and emphasizing each institution's history, administration, and leadership, and its functions as an educator, citizen and neighbor, provider of services, and model or example. Purpose: To survey and review the role of colleges and universities in alleviating metropolitan problems.

Case studies report (George Nash, Dan Waldorf, and Robert Price, *The University and the City*, 1971) is available at cost from the Bureau of Social Science Research Inc., 1200 17th Street N.W., Washington, D.C. 20036.

Case studies project funded by U.S. Office of Education, National Center for Educational Research and Development.

741 *Evaluation of Teacher Corps Corrections Programs*

A review of the accomplishments and problems of the five Teacher Corps programs operating in California, Connecticut, Georgia, Illinois, and Oregon during 1971, through on-site visits and interviews. Purpose: To assess what has been done, and to help in the planning of future programs. April–December 1971.

Report available from Teacher Corps, U.S. Office of Education, Washington, D.C. 20202, February 1972.

Teacher Corps, U.S. Office of Education.

742 *A Community College for Uptown Chicago*

The needs of "uptown" on the near North Side of Chicago for a community college were compared with the resources already existing in the community and at a nearby existing college. A panel of four experts visited the site and contributed to the report. Purpose: To determine the feasibility of starting a community college in this urban neighborhood. February 1971–January 1972.

Report, tentatively titled *A Community College for Uptown*, is available from City Colleges of Chicago Central Office, 120 North Michigan Avenue, Chicago, Illinois 60601.

City Colleges of Chicago.

NEHER, WILLIAM R. Coordinator of Pre-Education Advising, College of Education, Student Personnel Office, Burton Hall 206, University of Minnesota. Minneapolis, Minnesota 55455. (612) 373-7928 or 373-2257.

743 *Characteristics of Student Participants in University Senate Governance*

A survey of literature on higher education governance and student activities; an historical survey of the evolution of student participation in governance, especially at the University of Minnesota; and a study of all students who are currently members of the University of Minnesota Senate or Senate committees, with emphasis on certain variables associated with student activists. Purpose: To assist in identifying potential student leaders and means of facilitiating effective student participation in institutional governance. September 1971–June 1972.

Doctoral dissertation.

NELSON, BERNARD Associate Dean, School of Medicine, Stanford University. c/o Office of the Chancellor, Harper Hall, Claremont University Center. Claremont, California 917111 (714) 626-8511.

744 *Feasibility Study of a New Medical School*

A ten-year plan is underway at the Claremont Colleges, of which this feasibility study is one part. Purpose: To explore the possibility of establishing a new form of medical school within the Claremont College System. 1971–1972.

Interim reports will be available beginning in the spring of 1972, followed by a final report.

Commonwealth Fund.

NELSON, HOWARD F. and DAVID J. PUCEL Department of Industrial Education, University of Minnesota. Minneapolis, Minnesota 55455. (612) 373-3560.

745 *Characteristics of Full-Time Students in Postsecondary Trade Courses (Project Mini-Score)*

This study used data on selected characteristics of applicants to the post-high school area vocational technical schools of Minnesota, correlated with both training and on-the-job success measures. Statistical analyses were performed for each of the 63 curriculum areas of the schools with an adequate number of applicant cases. Purpose: To determine the utility of certain information about students as counseling aids. December 1965–December 1971.

Project MINI-SCORE: An Interim Report, 1966-69 (Revised, 1969); *Project MINI-SCORE: Some Preliminary Implications for Vocational Guidance*, 1969, ERIC 025 658, VT 007 582; *General Aptitude Test Battery (B-1002 Form B) Training Success Norms Including Supplement One*, 1970; *Minnesota Vocational Interest Inventory Training Success Norms Including Supplement One*, 1970, ERIC 042 025, VT 011 393; David J. Pucel, "The Centour Methodology Applied to Vocational Student Counseling and Admission," *Journal of Industrial Teacher Education*, Fall 1969; David J. Pucel, Howard F. Nelson, and David N. Wheeler, "Questionnaire Follow-up Returns as a Function of Incentives and Responder Characteristics," *Vocational Guidance Quarterly*, March 1971; additional reports planned.

U.S. Office of Education, National Center for Educational Research and Development.

NEWGARTEN, BERNICE L. Professor and Chairman, Committee on Human Development, 5730 South Woodlawn Avenue, The University of Chicago. Chicago, Illinois 60637. (312) 753-3861.

746 *Educational Opportunity for Adults at All Age Levels*

As a result of research on social and psychological changes in middle and late life, implications are being drawn pointing to the need for more and varied educational opportunites for adults of various ages, and for more entrance and exits points in higher education. Purpose: To increase and expand the effect that historical trends and reality have on society and its institutions in the areas of work, family, and education. Ongoing.

"Education in the Life Cycle of Women," *School Review*, February 1972.

NEW, MARGARET ANN Doctoral Student, Department of Education, University of California, Los Angeles. 405 Hilgard Avenue, Los Angeles, California 90024.

747 *Effects on College Student Aspiration of Cultural Sophistication, College Experiences, Perceptions, and Environment*

From the College Student Survey in 1969 of 17,000 students in 90 institutions, a sample has been drawn to yield data on the effect of certain influences on students' decisions to undertake graduate study. Purpose: To determine courses of action for colleges to follow in identifying and preparing potential graduate students. 1971–ongoing.

Dissertation.

NEWCOMB, THEODORE M. see Donald R. Brown, 140.

NEWELL, L. JACKSON see Jack A. Culbertson, 244.

NEWMAN, FRANK Associate Director of University Relations, Building 120, Room 125, Stanford University. Stanford, California 94305. (415) 321-2300, ext. 4624.

748 *Proposals to Implement the "Report on Higher Education"*

Following the *Report on Higher Education* to the Secretary of Health, Education and Welfare by the Task Force on Higher Education, which analyzed how the functioning of higher education matched the public interest, the Secretary and the Commissioner of Education asked that a second small task force (composed of Frank Newman, Robert Andringa, William Cannon, Christopher Cross, Don Davies, Russell Edgerton, Harley Frankel, Martin Kramer, and Bernard Martin) make specific proposals for federal action in implementing the changes proposed in the first report. The task force has agreed that the most appropriate role for the federal government is to help create conditions under which higher education can generate its own solutions to the problem of the need for diversity and responsiveness to public need, rather than attempt to plan and implement specific federal designs. Among the proposals it is considering is a "G.I. Bill" for young people who work in designated national, regional or local community service programs; a new financing structure for graduate education; the development of regional examining universities; new approaches to institutional eligibility for federal funds and clarification of the nature and limits of federal interest in accreditation; the creation of new educational enterprises; improvements in the gathering and analyzing of educational statistics; development of telecommunications technology by college faculties; the creation of effective career education, improving cost-effectiveness in higher education; and changes in community colleges, state-wide governance, minority education, and discrimination against women. Purpose: To develop specific proposals for implementing the *Report on Higher Education*. Spring 1971–July 1972.

The original *Report on Higher Education* (1971, Superintendent of Documents Catalog Number HE5.250:50065) is available from the Government Printing Office, Washington, D.C. 20402 for 75 cents. Memoranda for the Secretary of Health, Education and Welfare and for possible publication are planned.

Department of Health Education and Welfare, Office of Education. (Task Force Coordinator, Martin Corry, Room 5032, H.E.W., 330 Independence Avenue, S.W., Washington, D.C. 20202. (202) 962-8563.)

NOVICK, MELVIN R. Director, Psychometric Research, **NANCY COLE** Director, Test Development, and **PAUL K. JONES** Research Associate, The American College Testing Program, Inc. P. O. Box 168, Iowa City, Iowa 52240. (319) 351-4470.

749 ***Predicting Grades in Vocational-Technical Programs***

Prediction weights for grade point averages in training programs in 22 vocational and technical fields were obtained using ability assessments from the American College Testing Career Planning Profile and a Bayesian regression model due to Lindley. Purpose: To provide information to administrators and instructors of vocational-technical programs about incoming students. September 1971–March 1972.

ACT Research Report planned.

NOWAK, JOHN see Sam Webb, 1056

OHAVER, ALLAN R. see James W. Selgas, 896.

O'KELLEY, GEORGE Director, Individualized Instructional System Project, University of Georgia. Athens, Georgia 30602.

750 ***Individualized Instructional Systems for Five Vocational-Technical Programs***

Existing individualized instructional materials and equipment are being identified and evaluated to develop complete individualized instructional systems in auto mechanics, drafting, electronics, heating and air conditioning, radio, and television for testing in five postsecondary vocational-technical schools in Georgia. Instructors in these schools are being given one quarter of released time to assist in developing and operating the individualized instructional systems, and the State Department of Education is providing funds to equip each facility with the necessary hardware and media materials. Purpose: To determine if these systems will enable students to enter the several programs at any time. July 1971–June 1972.

OKES, IMOGENE E. Adult Education Surveys Branch, National Center for Educational Statistics, U.S. Office of Education. 400 Maryland Avenue S.W., Washington, D.C. 20202. (202) 962-6791 or 963-5967.

751 ***Participation in Adult Education 1969***

In May 1969 the Bureau of the Census and the Office of Education sent survey questionnaires to a national stratified sample of 50,000 households to learn the extent and nature of their members' participation in adult education. A theoretical coding system for five types of adult education activities, based on respondents' replies, is being tested during the processing of the returns, and the report will cover the characteristics of participants and nonparticipants and characteristics of the activities undertaken. The survey–first of its kind since 1957–will be repeated in May 1972 and every few years thereafter. Purpose: To detect trends and provide guidelines for educators, legislators, and the general public. 1969–1972.

Initial report, September 1971; complete report planned for 1972.

U.S. Office of Education and the Bureau of the Census.

752 ***Adult Education in the Public Education Systems, 1968-69 and 1969-70, State Summaries***

Each state department of education was asked to provide the number of students and instructional staff, full- and part-time, for adult education programs sponsored by federal, state, and local governments in elementary and secondary schools and community and junior colleges during 1968-69 and 1970-71. Purpose: To ascertain the extent of adult education up to the junior college level in the public education systems of the nation. 1968–1971.

Report planned for Spring 1972.

OLESON, LOYD C. Registrar, Doane College, Crete, Nebraska 68333. (402) 826-2161.

753 *Academic Calendars*

The 1970-71 Calendar Committee of the American Association of Collegiate Registrars and Admissions Officers obtained information from 2378 institutions in February 1971 regarding their current type of calendar (traditional semester, early semester, quarter, trimester, 4-1-4, or other), the type of previous calendar used, number of years the current calendar has been used, and plans for changing from the current calendar in 1971-72 or later. The data have been broken down by states, by type of institution, and by type of calendar. Purpose: To determine trends in calendar usage. 1970–1971.

A Report on Academic Calendars, published 1972 and available from AACRAO, Suite 330, One Dupont Circle, Washington, D.C. 20036, $2.00.

Assistance from the National Association of College Stores, Inc.

OLIVE, JOHN R. Director, JOHN H. BUSSER Project Director and RICHARD GLAZER Associate Project Director, American Institute of Biological Sciences, 3900 Wisconsin Avenue N.W., Washington, D.C. 20016. (202) 244-5581.

754 *Project BIOTECH*

Project BIOTECH will develop teaching modules (self-contained instructional units). These teaching modules will be used in on-the-job training, formal academic instruction, and in some cases for individual "self-teaching." Teaching modules will be generated by individuals in the field, selected by the BIOTECH Council, developed under the aegis of the American Institute of Biological Sciences, pretested and field tested in actual work situations, and after approval of the Council, will be released for publication and distribution by American Institute of Biological Sciences, which will retain copyright. Purpose: To train technicians in all jobs having to do with the life sciences, including industrial and agricultural biotechnology, waste water and pollution abatement technology, biology, oceanology, and food and health-related sciences. July 1971–November 1972.

Modules, film loops, and video tapes planned.

Division of Undergraduate Education in Science, National Science Foundation.

OLIVER, EUGENE E. Director, University Office of School and College Relations, University of Illinois, Central Office, Urbana, Illinois 61801. (217) 333-1000.

755 *Grading Policies*

The American Association of Collegiate Registrars and Admissions Officers conducted a survey of grading policies at its 1696 member institutions. Purpose: To determine 1. the nature and extent of changes from the traditional grading system; 2. practices in accepting transfer students and credits from institutions with nontraditional grading systems; 3. the rate of change in grading systems; and 4. the anticipated nature of grading systems. 1970–1971.

The AACRAO Survey of Grading Practices in Member Institutions, published 1971 and available from AACRAO, Suite 330, One Dupont Circle, Washington, D.C. 20036, for $2.00.

OLMSTED, ANN G. Office of Medical Education Research and Development, W-32 Owen Graduate Center, Michigan State University, East Lansing, Michigan 48823.

756 *Professional Socialization of Medical Students*

A three-pronged continuing study of students of the Michigan State University College of Human Medicine since its founding in 1966, following the first five classes through medical school, internship, residency, and into medical practice. 1. A series of attitude questionnaires and several standardized personality and value tests, including Edwards Personal Preference Inventory and Allport-Vernon Scale of Values, are administered annually focussing particularly on students' level of commitment to medicine as a profession, their tolerance for ambiguity in occupational functions and organizational structure; their perspectives concerning the nature of medicine as an occupation; and their personal role definition within medicine. 2. A series of questionnaires are administered typically at the end of each term regarding students' perceptions of their courses, seminars, clinics, clerkships, and other socializing settings. 3. An annual detailed interview is conducted with each student. Purpose: To examine the interaction between students' attitudes, values, and various learning settings in order to understand longitudinally the process by which medical students take on the occupational role of the physician. 1966–ongoing.

Six early reports are available: two theoretical papers regarding professional socialization, one each on family and educational background data, career preference data, reaction data from the charter class, and the relationships between students' learning style preference and the bases of their attraction to medicine. Additional reports are planned.

OLSON, L. E. Administrative Assistant, West Valley College. 44 East Latimer, Campbell, California 95008. (408) 379-1733.

757 *Community College Faculty Attitudes Related to Type of College Attended*

A secondary analysis was made of 1965 data from the Staff Questionnaire developed by the Center for Research and Development in Higher Education as part of the National Study of Community Colleges and completed by 3910 faculty members at fifty-seven public community colleges. Purpose: To determine whether there are significant relationships between the type and location of the institution of higher education attended by the community college instructor for his terminal degree and his level of agreement with the distinctive attributes of the community college. July 1970–June 1972.

Dissertation, University of California, Berkeley, planned.

ONCU, AYSE see Burton R. Clark, 207.

O'NEIL, HAROLD F., Jr. Assistant Professor, Educational Psychology and Computer Science; Research Scientist, Computer-Assisted Instruction Laboratory, Sutton Hall 319B, The University of Texas at Austin, Austin, Texas 78712. (512) 471-1044.

758 *Effects of Anxiety Reduction Techniques on Anxiety and Computer-assisted Learning and Evaluation of College Students*

To examine various anxiety reduction techniques on anxiety levels and performance, techniques ranging from instructional to clinical treatments will be investigated in a range of computer-based situations. Seven studies are underway to accomplish this purpose: two focus on the effect of stimulating curiosity as an anxiety reducer. In others the impact of anxiety on a computer-based intelligence test will be assessed and then reduced by assigning anxious subjects to the least threatening form of test administration. The use of memory support to reduce anxiety will be further investigated, and two studies deal with a computer-based desensitization program. The Trait-State Anxiety Inventory will be used to measure both trait and state anxiety (A-State). Materials will be presented by an IBM 1500 Computer-Assisted Instruction System which will also present the A-State scales and record subjects' responses and latencies. Purpose: To test Drive Theory and Trait-State Anxiety Theory as theoretical explanations for a wide range of school learning behaviors. April 1971–April 1972.

Papers to be read at annual meetings of the American Educational Research Association and the American Psychological Association which will be submitted for publication in professional journals.

U.S. Office of Education, Bureau of Research, $45,000.

OPACINCH, CHERYL Coordinator of Institutional Research, Catonsville Community College. 800 South Rolling Road, Catonsville, Maryland 21228. (301) 747-3220.

759 *Towards a Typology of Innovations in Liberal Arts Colleges*

Twenty-four persons knowledgeable in higher education were asked to rate 30 innovations adopted by liberal arts colleges during the 1960s on degree of possession of 16 characteristics and in terms of the "typical potential adopter" at "typical liberal arts college." Rates of adoption for the innovations were calculated from data previously gathered by statistical analysis for Michael Brick and Earl J. McGrath for *Innovation in Liberal Arts Colleges* (New York: Teachers College Press, 1969). Purpose: To determine the effect of potential adopters' perceptions of these characteristics on the rate of adoption of innovations. May–December 1971.

Dissertation, Teachers College, Columbia University. Article is planned.

760 *Follow-up of Entrants to the Catonsville Community College*

A January 1972 questionnaire survey of all entrants to Catonsville Community college from Autumn 1966 to Spring 1969 on their current status, job satisfaction, college satisfaction, and perceived growth in the cognitive, skill and affective domains while at the college. A telephone follow-up will be used if needed. January–July 1972.

Duplicated report and possibly an article planned.

Maryland State Department of Education, Division of Vocational Education, $25,704.

761 *Communication Process, Elements, and Contents between High School and Community College Occupational Programs and Design of an Experimental Program to Meet Identified Deficiencies*

An interview and mailed questionnaire survey of persons involved with occupational programs in Maryland high schools and community colleges. Purpose: To determine areas of articulation and those lacking articulation. Based on these findings, a series of meetings will be held between persons in one program at Catonsville Community College and a feeder high school to develop a model articulation plan that will be generalizable to other programs and other community colleges. April–June 1972.

Duplicated report and possibly a summary article are planned.

Maryland State Department of Education, Division of Vocational Education, $12,135.

ORLANS, HAROLD Senior Fellow, Governmental Studies Program, The Brookings Institution. 1775 Massachusetts Avenue N.W., Washington, D.C. 20036. (202) 483-8919.

762 *Research Institutes in America*

Through the use of interviews and a review of the literature this study has developed a profile of the independent research institutions in this country. May 1970–1971.

The Nonprofit Research Institute: Its Origin, Operation, Problems, and Prospects. New York: McGraw-Hill, 1972.

Carnegie Commission on Higher Education.

ORLETT, Sister JACOB Chairman, Department of Mathematics-Physics, College of Saint Teresa. Winona, Minnesota 55987. (507) 453-3755.

763 *Freshman-Sophomore Experiences in Changed Curriculum at the College of Saint Teresa*

Objective measures (OPI and CSQ test responses, lists of elected courses, and GPA's) as well as local questionnaire responses will be used as sources of data. Purpose: This study will appraise the patterns of course selection, motivation for grades and the development of autonomy, and various personality characteristics of freshmen and sophomores at the College of Saint Teresa under its new curriculum requiring no prescribed general education by comparing students at the college in 1968-71, who were lower division students in the conventional college program, with those in 1971-73 who will be lower division students in the new curriculum. 1968–1973.

Report is planned.

OSTRANDER, EDWARD Lecturer, College of Human Ecology, 253 Van Rensselaer Hall, Cornell University. Ithaca, New York 14850. (607) 256-3151.

764 *Instructional Innovation and Evaluation in a Course in Environmental Psychology*

Varied modes of presentation for different course objectives and subject matter in a class on Psychology of the Near Environment will be evaluated to determine the extent to which the students have mastered the desired perceptions and skills. Evaluation procedures include before and after tests, expert panels, student reactions to presentations, and peer evaluation. Purpose: To devise discovery-facilitating encounters to implement course objectives in varied learning settings. January–June 1972.

Final report, summer 1972.

Center for Improvement of Undergraduate Education, Cornell University.

OSWALD, ARTHUR R. see Ernest G. Palola, 775.

OTTO, D., D. ENGLISH, and J. BRUNT Institutional Research and Planning, 111 University Hall, University of Alberta. Edmonton, Alberta. (403) 432-5295.

765 *Profile of Students at the University of Alberta*

The data required on the University's Transportation Study Questionnaire is being subjected to factor analysis and compared to information gathered from other studies of students. Purpose: To acquire a more complete picture of the student body and their feelings and attitudes at the University of Alberta. July 1971–January 1972.

Institutional Research and Planning.

Teaching at the University of Alberta, see William Meloff, 698.

OURTH, L. L. University of Tennessee at Chattanooga and JAMES F. CARRUTH Student Counseling Service, West Virginia University. Morgantown, West Virginia 26506. (304) 293-4432.

766 *Student Development*

Base line testing of all West Virginia University freshmen between 1965 and 1969 used Strong Vocational Inventory, California Psychological Inventory and selected demographic and personality development scales. Samples of sophomore, junior, and senior classes have been post-tested and activity data gathered. Purpose: To evaluate the relationship among student input, activity and product variables and their relation to possible developmental hypotheses. September 1965–September 1972.

Duplicated reports, journal articles, and *West Virginia University Magazine* article are planned.

OWEN, JOHN D. Associate Professor, Economics Department, Graduate Faculty, New School for Social Research. 66 West 12th Street, New York, New York 10011. (212) 6;5-2700, ext. 286.

767 *Inequality in American Education*

Economic analyses of the underlying causes of inequality in American education, pulling together all the arguments regarding education as a "private" benefit versus a "public" benefit. Purpose: To see if systematic forces are at work in American society leading towards equality of educational opportunity. 1967–1973.

"Towards a Socially Relevant More Consistent College Scholarship Policy," available from the Center for Social Organization of Schools, Johns Hopkins University, 350[illegible] North Charles Street, Baltimore, Maryland 21218; "The Economics of College Scholarship Policy," *Social Research*, Spring 1972; "Education for a Majority of Voting," *The Journal of Public Choice*, Spring 1969; book planned in 1973, containing a chapter on higher education.

PACE, C. ROBERT Director, Higher Education Program, Center for the Study of Evaluation, Graduate School of Education, University of California, Los Angeles. 405 Hilgard Avenue, Los Angeles, California 90024. (213) 825-2621.

768 *National Evaluation of College Students, Alumni and Environments*

A 1969 questionnaire survey of random samples of freshmen, upperclassmen, and alumni at 90 colleges and universities. Purpose: To evaluate the effects of different types of college education. Analyses of data is continuing. July 1967–December 1972.

"Evaluation Comment," December 1971; two books planned–one reporting the alumni results, one, the student results. Portions of the student and alumni results have been used in writing the profile of Protestant colleges, reported below.

Center for the Study of Evaluation, a research and development center funded by the U.S. Office of Education.

769 *Protestant Colleges in the United States*

Through analysis of data mentioned above, the study develops a descriptive profile of Protestant colleges. March 1970–August 1971.

Education and Evangelism: A Profile of Protestant Colleges (New York: McGraw-Hill, April 1972).

Carnegie Commission on Higher Education.

PACKER, HERBERT L. Vice Provost and THOMAS EHRLICH Professor of Law, Stanford University. Stanford, California 94305. (415) 321-2300.

770 *Legal Education*

A study of new directions in legal education including consideration of problems and possible changes in structure, content and financing, and an analysis of recent developments and future trends in the legal profession and of their consequences for legal education. The method consisted of asking an advisory committee to help frame some salient questions and to suggest where the authors may have erred in answering them. Purpose: To discover new directions in legal education. June 1969–December 1971.

New Directions in Legal Education, (New York: McGraw-Hill, Summer 1972).

Carnegie Commission on Higher Education.

PADILLA, ARTHUR H. North Carolina Board of Higher Education. P.O. Box 10887, 1037 Glenwood Avenue, Raleigh, North Carolina 27605.

771 ***Manpower Forecasts: Teacher Education in North Carolina 1971-1982***

An overview of the national teacher education situation followed by a lengthier analysis of teacher education needs in North Carolina, based on traditional manpower development and forecasting techniques and involving examination of teacher supply and demand. Purpose: To make projections for the coming decade. 1971–ongoing.

PAGE, ELLIS B. Professor of Educational Psychology and Director, Bureau of Educational Research, School of Education, University of Connecticut. Storrs, Connecticut 06268. (203) 429-3311, ext. 335.

772 ***The Meaning of "Well Educated" and "Well Prepared"***

Each of some 50 educators and 50 laymen is rating the education and preparation of 50 "students" of a specified grade, sex, and ability, each of whom has a different profile on seven traits or skills–quantitative, arts, physical, social studies, verbal, personality, and natural science. The data from these 5000 cases, indicating which traits are deemed most important as defining a well-educated student, will provide information about the amount of consensus which exists on educational values and the degree of agreement between educators and laymen on important abilities and skills. Purpose: To develop a measure of general educational benefit or advancement based on consensus regarding the meaning of the terms "well educated" and "well prepared" and of what constitutes a sound education. September 1971–June 1972.

Articles are planned.

U.S. Office of Education, Regional Office I, $7,700.

PAGE, J. BOYD President, Council of Graduate Schools in the United States. Suite 740, One Dupont Circle, Washington, D.C. 20036. (202) 223-3791.

773 ***Graduate School Enrollments***

An annual survey of enrollment as of October 15 in the nation's graduate schools of arts and sciences (not professional schools). Purpose: To provide national data in advance of HEGIS reports. Trial survey, 1970; full-scale survey, 1971. Ongoing.

Reports available from the Council.

774 ***Annual Inventory of Graduate Programs***

The Graduate Record Examination Board and the Council of Graduate Schools launched an annual survey in December of all graduate programs in the arts and sciences in the country. Purpose: To enable prospective students and other individuals to know which institutions offer programs in what specialties–such as chemical oceanography. December 1971–ongoing.

Computer printouts planned in four volumes: 1. Biological and Health Sciences including Agriculture; 2. Humanities; 3. Physical Sciences, Mathematics, and Engineering; and 4. Social Sciences and Education–listing under each discipline the institutions offering the program, the degrees each institution awarded in the program, and the number of its students and faculty in the program. Volumes will be published each spring and sold at cost.

Graduate Record Examination Board.

PALOLA, ERNEST G. Assistant to the Chancellor, University of Nevada System, Office of the Chancellor. Suite 340, Arlington Towers, 100 North Arlington Avenue, Reno, Nevada 89501, (702) 784-6801 and **ARTHUR R. OSWALD** Assistant to the Chancellor, The Peralta Colleges, District Office. 300 Grand Avenue, Oakland, California 94610, (415) 834-5500.

775 ***Organizational and Administrative Characteristics of Multi-College Community College Districts in Urban Centers and Their Relation to Campus Programs for Educationally and Economically Disadvantaged Students***

Six urban community college districts with a total of 20 separate colleges plus educational centers, annexes, and outreach facilities, were studied–The City College of Chicago, Cuyahoga Community College in Cleveland, Dallas Community College District, Miami-Dade Junior College District, The Peralta Colleges in Oakland, and The Junior College District of St. Louis-St. Louis County. In each district interviews were held, programs observed, and documents analyzed in an effort to learn the relationship between their programs to serve the educational and related financial needs of ghetto youth and the district's organization and administration, including budgetary arrangements, educational planning, personnel policy decisions, and centrally provided services such as data processing, purchasing, and student admissions. Purpose: To help urban community college practitioners more effectively implement programs for disadvantaged or "new" students, and alert researchers and practitioners to district-wide organizational features that facilitate or impede these programs. February 1970–February 1972.

Technical report available, "Multi-Unit Community College Districts"; paperback book will be published by the Center for Research and Development in Higher Education, University of California, Berkeley, 2150 Shattuck Avenue, Berkeley, California 94704.

U.S. Office of Education through operating budget of Center for Research and Development in Higher Education, $42,000.

PALTRIDGE, J. G. Assistant Director, Center for Research and Development in Higher Education, University of California, Berkeley, 2150 Shattuck Avenue, Berkeley, California 94704, (415) 642-6732, with **JULIE HURST** and **TONY MORGAN**.

776 ***Significant Relationships between Types of Trustee boards and Their Decision Patterns in Public Four-Year Colleges and Universities***

Data are being gathered from state statutes, trustee standing orders, by-laws, minutes of open board meetings, and other pertinent printed materials from a structured sample of approximately 20 institutional trustee boards for the academic years 1963-64 and 1970-71. In some instances, incomplete decision data will be supplemented by personal interviews. The research focuses on the functions of trustee boards and the way different organizational systems effect decisionmaking patterns. It deals with such issues as the relationship between membership composition (presence of students, faculty, elected state officials, etc.), method of board selection, degree of local versus state authority, and the extent to which the board is involved in operational decisions versus long-term policy decisions; the issues or problems that occupy the attention of governing boards today as compared with seven years ago, and dominant trends over this period. Purpose: To determine if new requisites of academic governance and recent changes in trustee board structure and authority are changing the kinds of trustee decisions, and if these decisions could be made more effectively by another type of governance structure. July 1971–June 1973.

Two or three interim reports planned, a technical report in late 1972 and a monograph in 1973.

U.S. Office of Education through operating budget of the Center for Research and Development in Higher Education.

PANNU, R. S. Department of Educational Foundations, University of Alberta, Edmonton, Alberta, (403) 432-4245.

777 ***Governance of the University: Faculty Participation in a Canadian University***

A case study by direct observation, interviews and questionnaires. Purpose: To develop a sociological model for the study of university governance, and applying a sociology of complex organization approach to the study of a professional organization. 1968-69–Spring 1972.

A M.A. thesis.

PANOS, ROBERT J. see Offie C. Wortham, 1102.

PAOLONE, FRANCIS J. Doctoral Candidate in Higher Education, The Pennsylvania State University, 425 Waupelani Drive, Apartment 424, State College, Pennsylvania 16801, (814) 237-6973.

778 ***Relationship between On-Campus or Off-Campus Residence and the Growth of Certain Maturational Characteristics***

A sample of upperclass students in sciences or the arts at the main campus of The Pennsylvania State University completed a test battery composed of four instruments measuring a facet of cognitive and affective behavior embraced within the rubric of "psychological maturity." A multiple regression analysis was used to determine the relation of each of the four maturational indices to the students' place of residence, length of time lived in the area, and 20 other demographic factors. Data will provide substantive information for the theory of "incongruence and discontinuity" which holds that colleges have the greatest impact on students whose orientations are incongruent with and whose previous environment is discontinuous with those of the college. Purpose: To provide empirical evidence for questions such as are dormitories fulfilling their mission as a medium of maturational development compared to off-campus housing; are "living-learning dorms" enhancing the growth of maturity; is off-campus living attracting the more mature students and promoting the growth of maturity; what kinds of students are attracted to which living area; and what kinds of students are most likely to be influenced toward maturational change? June 1971–June 1972.

Dissertation.

PARELIUS, ROBERT J. Assistant Professor of Sociology, Department of Sociology, Carpender Hall, Douglass College, New Brunswick, New Jersey 08903. (201) 247-1766, ext. 1526.

779 *Role Strain, Satisfaction and Success: The Case of the Collegiate Scholar*

A multi-stage panel questionnaire study of a random sample of the student body and a complete enumeration of Honors students at the University of Oregon in the early 1960s. Purpose: To investigate the empirical relationships of role strain, satisfaction, and success among an important type of college students. Fall 1969–Spring 1972.

Duplicated working paper available on request. Journal article is planned.

U.S. Air Force Office of Scientific Research Grant and National Institute of Mental Health.

780 *Effects of Campus Crisis: Polarization and Politicization*

A cross-sectional study with Dr. Anne Foner of Rutgers College of a random sample of students at Rutgers and Douglass colleges. Questionnaires were distributed six months after Rutgers University experienced serious student protests over American military activity in Cambodia. The study attempts to discern the extent and nature of polarization and politicization which could be traced to the Cambodian protests. Purpose: To contribute to the literature on political socialization and political generations. Fall 1970–Spring 1972.

Journal articles planned.

Rutgers Research Council.

PARILLA, ROBERT E. Assistant to the Dean for Instruction and Counseling, Cuyahoga Community College, Eastern Campus. 25444 Harvard Road, Warrensville Township, Ohio 44122. (216) 464-1450.

781 *Attrition, Transfer, and Completion Patterns of Students at Cuyahoga Community College from Different Socioeconomic Backgrounds*

A study to determine any differences in full-time registration attrition, transfer and completion patterns among Cuyahoga Community College students from four different socioeconomic strata. The study will be conducted using Cuyahoga Community College data from fall 1968 through spring 1972 and 1970 census data for Cuyahoga County. Purpose: To learn if statements that community colleges are democratizing institutions, because they enroll students from various socioeconomic backgrounds in nearly the same proportions as these socioeconomic groups exist in the community, must be qualified–if attrition, transfer, and completion percents differ from percentages of enrollment. August 1971–August 1972.

Dissertation is planned.

PARKER, GARLAND G. Vice Provost for Admissions and Records, and Professor of History and Educational Research, University of Cincinnati. Cincinnati, Ohio 45221. (513) 475-3833.

782 *Annual Report on Attendance in American Universities and Colleges*

A survey of universities, four-year colleges, upper-division, graduate and/or professional schools, and junior colleges administered by any institutions in the prior categories, listed in *Accredited Institutions of Higher Education*. Statistical categories include the number of men and women who are full-time students, part-time students, freshmen, equated full-time equivalent students, and veterans. Reports emphasize attendance differences between full-time and part-time students and men and women, the enrollment by freshmen in subject-matter areas, enrollments in urban institutions, enrollments by states, a listing of the largest 30 institutions, enrollments in two-year colleges, and full-time and total teaching staffs. Purpose: To provide a dependable and prompt analysis of enrollments in the indicated categories; to interpret these enrollments with verve and human interest and relate them to the mainstream of developments in higher education and the nation; and to present this information early enough so that it is helpful in planning within higher education. Ongoing.

Survey forms are mailed annually to eligible institutions in September; institutions are asked to respond between October 15 and November 15; tabulations are completed and released in November; and the survey is reported in a winter issue (currently February) of *School and Society* with follow-up articles as needed.

Assistance from the University of Cincinnati and *School and Society*

PARKER, WILLIAM C. Project Director, Program Development, Educational Testing Service. Princeton, New Jersey 08540. (609) 921-9000.

783 *Follow-up of Project Access*

Some 1000 students who were chosen from several schools in Project Access cities and responded to a questionnaire prior to high school graduation are involved in this follow-up. Purpose: To determine 1. if they reached the goals they cited as aspirations as high school juniors; 2. if "high achievers" are more apt to succeed in post-secondary education than "low achievers"; 3. what actually happens upon graduation and why; and 4. the effectiveness of Project Access as a stimulus for postsecondary education. To Spring 1972.

College Entrance Examination Board.

784 *Community-based Research in Project Access*

Ralph Dawson, Director of the Educational Opportunity Program at California State College in Los Angeles is seeking insight into more appropriate selection techniques for the program, and Arthur Littleton and Miller Boyd at the Academy of Urban Services have categorized black life styles under this ETS program. Similar efforts are underway in Washington, D.C., and Memphis, Tennessee, through the College Entrance Examination Board. Purpose: Community-based research in Project Access provides an opportunity for representatives of minority communities to conduct research studies relevant to their particular needs. Completed December 1971.

College Entrance Examination Board and Educational Testing Service.

PARLETT, MALCOLM Visiting Scientist, and Consultant to the Chancellor and to the Committee on Educational Policy, Massachusetts Institute of Technology. Lecturer, Centre for Research in the Educational Sciences, University of Edinburgh. 23 Buccleuch Place, Edinburgh, EH8 9JT, Scotland. 031-667 1011, ext. 6712.

785 *Study of Two Experimental Programs at Massachusetts Institute of Technology*

An illuminative, open-ended micro-anthropological study of the aims, operations and effects of two full-time freshmen experimental programs at MIT: the Unified Science Study Program and the Experimental Study Group. Interviews, discussions, and participant observation were intensive, conducted by a team of four full-time investigators between September 6 and October 19, 1971, along with an ancillary demographic study of all students in the programs. Purpose: To provide the Committee on Educational Policy, and the MIT community in general, with information and insight concerning the programs which could contribute to discussion of their futures.

The report was submitted to the Committee on Educational Policy and is available to all members of the MIT community. It may possibly be converted to a book.

Massachusetts Institute of Technology, $9,000.

PARLOW, J. see A. I. Rothman, 861.

PARSONS, TALCOTT Professor of Sociology, William James Hall, Harvard University. Cambridge, Massachusetts 02138, (617) 495-3817 and **GERALD M. PLATT** Associate Professor of Sociology, Thompson Hall, University of Massachusetts. Amherst, Massachusetts 01002, (413) 545-0819.

786 *The System of Higher Education: A Sociologist's Point of View*

Following preliminary analyses of empirical data from 420 faculty members at eight universities and 3048 in a national sample of 116 colleges and universities, a theoretical overview of the academic system and academic profession is being completed. Purpose: To examine the norms and values in research and graduate education, undergraduate education, and professional preparation; the impact of inflation and deflation within the academic system; and the relation of the academic system to the rest of society. 1964–1973/74.

"The American Academic Professions: A Pilot Study," duplicated, 1968; "Considerations on the American Academic System," *Minerva* 6:4 (Summer, 1968) 497-523; "Decisionmaking in the Academic System: Influence and Power Exchange," in Carlos Kruytbosch and Sheldon Messinger (Eds.), *The State of the University: Authority and Change*, Beverly Hills: Sage, 1970, pp. 133-180. A theoretical volume, including observations by Neil J. Smelser, will be published in 1973 by Harvard University Press. Reports of the empirical data gathered in 1967-68 will be published subsequently.

National Science Foundation.

PATE, ROBERT H., Jr. Associate Professor of Education, School of Education, University of Virginia. Charlottesville, Virginia 22903. (703) 924-3400.

787 ***Maximizing the Effectiveness of the College Placement Service through Group Counseling for Individual Decisionmaking***

Two beginning graduate students in counseling and personnel services were given one week of intensive training as placement service vocational counselors, and then served as vocational counselors and provided regular placement services to University of Virginia students in both group and individual counseling situations by serving as a group leader and an individual counselor during three five-week counseling programs. Despite reporting more difficulty with securing positions than a randomly selected group of placement registrants, their clients in the special programs evaluated the placement services and the counseling programs favorably, and while both clients and the counselors reported more positive feelings about individual than group counseling, no differences in outcome were apparent. Purpose: To demonstrate the feasibility of providing career counseling by specially trained graduate assistants, and that this counseling can be provided as effectively in a group setting as in the traditional one-to-one relationship. September 1969–September 1971.

Limited supply of offset reports available; journal article is planned.

Esso Education Foundation.

PATTERSON, LEWIS D. Director of Program Development, Kansas City Regional Council for Higher Education. Suite 309, 4901 Main Street, Kansas City, Missouri 64112. (816) 561-6693. (After July 1972) American Association for Higher Education, Suite 780 One Dupont Circle, Washington, D. C. 20036. (202) 293-6440.

788 ***Summary Report on Consortium Research Completed and in Progress***

Second Edition of Comprehensive Bibliography on Interinstitutional Cooperation, with Special Emphasis on Voluntary Academic Consortia

Comprehensive Checklist of Formal Consortium Governance Factors

These projects are part of the Kansas City Regional Council for Higher Education's continuing service as a clearinghouse of information on interinstitutional cooperation and consortia. 1. The Summary Report on Consortium Research will describe some 75 current or recently completed research projects in order to alert researchers to existing work and avoid duplication of research. 2. Twenty-five percent of the second edition of the Comprehensive Checklist of Formal Consortium Governance Factors will identify the alternatives open to institutions considering the creation of cooperative arrangements (such as written or unwritten agreements, incorporation versus nonincorporation, and alternatives of structure, purposes, and functioning) to assure that these factors are taken into account during planning and choices made by decision rather than oversight. Purpose: All these documents are designed to answer questions about current research, current literature, and the governance of consortia. 1971–January 1972.

Comprehensive Bibliography on Interinstitutional Cooperation with Special Emphasis on Voluntary Academic Consortia in Higher Education, First Edition, January, 1971; and issues of the *Acquainter*, the newsletter for academic consortia published by KCRCHE, are available. Reports mentioned above were planned for publication by early 1972.

PATTERSON, MICHELLE see Burton R. Clark, 207.

PEMBERTON, CAROL Acting Director, University Impact Study, 307 Hullihen Hall, University of Delaware. Newark, Delaware 19711. (302) 738-2286.

789 ***Academic Growth in Various Curriculum Groups***

This study employs both regression technique and stanines to compare the senior achievement of 12 curriculum groups with initial aptitude, using mean freshman SAT scores of 873 students in the University of Delaware's senior class of 1971 as predictors, and mean senior Undergraduate Program Area Test scores in social science, humanities and natural science as criteria. The relative performance of various curriculum groups is being studied, as are significant changes in the average stanine achieved by the curriculum groups as freshmen and as seniors. Regression lines, using individual scores, for each curriculum group have also been calculated. Purpose: To discover whether those curricula with the greatest exposure to the social sciences, the humanities, and the natural sciences are the ones in which performance in these areas is better than predicted, and by comparing the slope of the regression lines for different curriculum groups, to indicate which groups are being more successful with superior students or with the less gifted. June–December 1971.

Internal report prepared.

PERKINS, JAMES A. Chairman of the Board and Chief Executive Officer, International Council for Educational Development. 522 Fifth Avenue, New York, New York 10036.

790 *The University as an Organization*

A comparison of the organization of universities with other institutions, and with university organization in other countries. Purpose: To review the development of university organization, including the composition and authority of governing boards, from a comparative perspective.

A book is planned with chapters written by noted authorities.

Carnegie Commission on Higher Education.

PERLOE, SIDNEY I. Professor, Department of Psychology, Haverford College. Haverford, Pennsylvania 19041.

791 *Changes in Students' Values and Roles at College*

Demographic and personality variables of Haverford students were compared to their values relevant to political participation and to the study, social, and career roles which students play or expect to play; and comparative data were analyzed from a multi-institution study using some of the same measures. Purpose: To describe and explain the changes occuring in students' social values and in the roles they see themselves playing. April 1970–November 1971.

A report, either as a monograph or series of related articles, is planned.

National Institute of Mental Health. $15,739.

PETER, CARROL E. Registrar, Concordia College. 275 North Syndicate Street, St. Paul, Minnesota 55104. (612) 646-6137.

792 *Relation of Student and Faculty Perceptions of the Educational Environment to Selected Personal and Institutional Factors in Three Denominational Teachers Colleges*

The College and University Environment Scales were given to all sophomore and senior students and all faculty members at Concordia Teachers College, River Forest, Illinois; Concordia Teachers College, Seward, Nebraska; and Concordia College, St. Paul, Minnesota; and results were compared to norm groups and norm subgroups at other denominational colleges. Purpose: For use by governing boards, the sponsoring church group, and other higher education interests. Spring–December 1971.

Reports made to the Board of Higher Education, Lutheran Church, Missouri Synod.

PETERS, DIANNE S. Assistant Professor, Junior College Center for Professional Development, P. O. Box 4719, Texas Technological University. Lubbock, Texas 79409. (806) 742-2275.

793 *Faculty Attitudes toward Undergraduate Curriculum and Instruction*

A stratified sample of faculty from 12 teaching fields at Texas Technological University has completed an opinion questionnaire designed to determine definitions of and attitudes toward curriculum and teaching styles. A sociolinguistic analysis is being compared with the results and the semantic differential is being used to confirm or deny their parallelism. Purpose: To discover the patterns of interrelationships between the language of faculty and attitudes representative of faculties; and to demonstrate the parallelism between language patterns and sociological patterns in adapting the rigors of linguistic research methodology and sociological insights to studies of faculty. December 1971–June 1972.

A mimeographed report and possibly a journal article are planned.

College of Education Research Fund.

PETERSON, PATRICIA McGILL Instructor, Department of Political Science, State University of New York at Oswego. Oswego, New York 13126. (315) 341-2238.

794 *The Politics and Social Origins of the Young Peoples Socialist League*

An analysis of the effect of university students within the Socialist Party's youth auxiliary, examining the hypothesis that student involvement in the Young Peoples Socialist League during the 1930s, when many students turned to both the Communist and Socialist parties, had a notable effect on the nature of the league. Data will be derived from archival material in Duke University's Socialist Party of America collection and from interviews with three generations of Socialist Party members. Purpose: To add to the limited amount of research on the role of students in radical political movements. January 1971–December 1972.

Dissertation and book planned.

PETERSON, RICHARD E. Educational Testing Service. 1947 Center Street, Berkeley, California 94704. (415) 849-0950.

795 *Development of the Institutional Goals Inventory*

A preliminary inventory on institutional goals was developed and pilot-tested with various constituent groups at five colleges and universities in the Southeast under the direction of Norman Uhl. On the basis of statistical and "content judgmental" criteria, a revised instrument was prepared and administered to faculty and students at ten institutions on the West Coast in May 1971. Analyses of these results along with a slightly revised conceptualization of the domain of college goals have led to the final operational instrument. Purpose: To develop a means for helping college communities articulate institutional goals and establish priorities among them.

"Toward Institutional Goal-Consciousness," *Proceedings: Western Regional Conference on Testing Problems*, Berkeley: Educational Testing Service, 1971. The Institutional Goals Inventory (booklet) and interpretive pamphlet is available from Educational Testing Service.

796 *Current Enrollment Trends*

Parallel but different questionnaires were sent to the registrars of all the four-year and two-year institutions in the country in Fall 1971 for information on Fall 1970 and Fall 1971 total enrollments and applications, new undergraduate and graduate majors in selected fields, and trends such as "stop-outs" and deferred admissions. Purpose: To provide timely information on shifts in college and university enrollment patterns and to contribute to the data base for the Carnegie Commission's report, *College Graduates and Jobs.* July 1971–March 1972.

A report, "American College and University Enrollment Trends in 1971" was duplicated in January 1972 and is available from the author.

Carnegie Commission on Higher Education.

PETERSON, WILLIAM D. Instructor, Counseling and Personnel Services, Department of Education, Purdue University. Lafayette, Indiana 47907. (317) 494-8606.

797 *Incidents Having an Impact on the Effectivness of New and Experienced Presidents*

Twenty-six presidents of Midwestern colleges and universities were interviewed and asked to report four incidents which each felt had been critical to his effectiveness as a president; two having been effective and two ineffective. Purpose: To gain information on the nature of such incidents and to determine if the nature of incidents differ for new and experienced presidents. June 1971–January 1972.

Doctoral dissertation, Michigan State University.

PETRY, JOHN R. Research Associate, Bureau of Educational Research and Services, Memphis State University. Memphis, Tennessee 38111. (901) 321-1362.

798 *West Tennessee Research Development Consortium*

Research competencies have been increased among faculty members of three institutions–Freed-Hardeman College, Lane College, and Memphis State University–through the conduct of a cooperative research venture to study the treatment effects of curriculum packages designed to upgrade the instructional processes in higher education. Purpose: To provide the staffs of the colleges an opportunity to participate in an ongoing research project, learn the importance of research in instructional methods and as a decisionmaking instrument, gain the benefits of an inservice training experience, and develop research proposals for submission to funding agencies. June 1967–December 1971.

A final mimeographed report was planned for January 1972.

U.S. Office of Education, National Center for Research and Development, $119,211.

PFNISTER, ALLAN O. Professor of Higher Education, GCB 139, The University of Denver. Denver, Colorado 80210. (303) 753-3181.

799 *Baccalaureate Origins of Colorado College and University Faculties*

A follow-up study of Colorado faculties based on a nation-wide sample of college and university faculties in 1955-56 and designed to learn whether the same factors in faculty mobility continue to be operative. The 1970-71 study includes direct responses from 2364 faculty in 12 Colorado colleges and universities regarding previous positions and reason for accepting their current position. The 12 institutions supplied background information on each of their faculty members, and since some of the information on the faculty questionnaires was duplicated in the data provided by the institutions, it was possible to compare individuals who provided information with the total population. Purpose: To provide administrative officers within the Colorado region with information on characteristics and composition of arts and science faculties in 1970-71 and to make some generalizations regarding changes in patterns of faculty mobility. June 1970–December 1971.

Interim reports in CORD Newsletter, April 1971, available from Colorado Consortium on Research Development, 3001 South Federal Boulevard, Denver, Colorado 80236. Monograph planned.

CORD Cooperative Research grant, $2500.

800 *Impact of Foreign Study on Undergraduate Students*

Based upon the six major sources of influence on student development outlined by Arthur W. Chickering in *Education and Identity*, an in-depth description of the Study-Service Term of Goshen College in Goshen, Indiana, was begun with interviews and opinion and attitude surveys of 60 students prior to their departure to Costa Rica, Jamaica, or Nicaragua. Each of the students was then interviewed midway through the Study-Service Term on-site and completed the opinion and attitude inventory at the end of the Term. Over 50 of the students were interviewed when they returned to the campus. Another 60 students who spent the term in Korea, West Germany, and Guadeloupe completed the two versions of the opinion and attitude scale. Purpose: To determine shifts in opinions concerning social and political issues and other effects of a deliberately "high impact" study-abroad program. Preliminary analysis indicates a number of such significant shifts in opinion. June 1971–March 1972.

Monograph to be published by the Higher Education Program at the University of Denver. Individual articles planned.

Faculty Research Grant, $1500.

PHILLIPS, IONE see Garven Hudgins, 475.

PHILLIPS, JAMES A. Instructor of Economics, Cypress College. 9200 Valley View, Cypress, California 90630. (714) 826-2220.

801 *Regional Economic Impact of Community College Operation*

The economic impact (expenditures, employment, taxation, costs) of community college operations in selected Southern California areas is being determined, using basic regional economic theories, college operational budgets, and a regional community survey and financial data. Purpose: To determine the "economic worth" of a community college to the local area and to have data for a community to evaluate the "worth" of tax levies and bond votes. February 1972–February 1973.

Journal article and booklet planned.

802 *Variables Affecting Economic Understanding*

The Test of Economic Understanding has been given to students in community college economics courses on a pre- and posttest basis. Purpose: To determine the effects of class size and instructional objects treatment on an experimental group in comparison to a control group. No significant differences were found with instructional objectives, but some did occur in favor of large class size of 100 rather than regular size of 50. 2970–1971.

"Class Size Effect on Community College Economic Education," ED-053-712; "Instructional Objectives and Economic Understanding," ED-051-808. Journal articles planned.

PICKETT, DORIS BROWN and **JOSEPH ROBERT PICKETT.** 900 Sherwood Lane, Statesville, North Carolina 28677.

803 ***Impact on the Student Body and Faculty of Innovation in a Junior College***

Mitchell College, founded in 1856 in Statesville, North Carolina, instituted a new program in 1969 with the aid of federal funds for the improvement of instruction. The College's prior religious orientation was dropped; an open-door admission policy was instituted; disadvantaged students were recruited; new terminal programs were introduced; and a self-instructional method of learning was initiated, permitting students to pace their work individually. All students and faculty during 1969-1971 are being surveyed about their attitudes towards the changes, and graduates of 1950 and 1960 who had transferred to senior colleges are being questioned about instruction and social control at Mitchell during their years there. Purpose: To measure the success of the new approach to learning and to provide information concerning its continuation or modification. 1971–1972.

Ed.D. dissertation, Lawrence University, *Two Years of Innovation in a Junior College and the Impact on the Student Body and Faculty*, planned.

PICKETT, JOSEPH ROBERT see Doris Brown Pickett, 803.

PIEPER, WILLIAM C., Jr. Senior Administrative Analyst, Office of Institutional Research, Room 210, Building T-8, University of California, Berkeley, Berkeley, California 94720. (415) 642-5743.

804 ***Selection and Change of Major Field by Undergraduate Students at the University of California, Berkeley***

Over a three-year period, undergraduate students were required to file with their registration materials each term a "Curriculum Planning Card" which indicated in rank order their three most likely choices of major field if they had not yet formally enrolled in a particular major program. A sample was drawn from this group and data obtained from their regular University records to study the evolution of their interests through time as evidenced by the changes in their intended choices and their actual selection of a major. Special attention will be given to learning if programs originally indicated as second or third choices eventually became first choices. Purpose: To determine the efficacy of asking students in advance what they plan to major in. Information of this type would be very useful in academic planning if students can, in fact, define their interests with a reasonable degree of accuracy. October 1971–May 1972.

Mimeographed report planned.

PITMAN, JOHN C. see John Roueche, 864.

PLATT, GERALD M. Associate Professor of Sociology, Thompson Hall, University of Massachusetts, Amherst, Massachusetts 01002. (413) 545-0819.

805 ***Cosmopolitans and Locals Revisited***

Developing the distinction originated by Alvin Gouldner between professors oriented towards their discipline or towards their institution, the present study analyzes data from a weighted sample of 3000 faculty members in 116 institutions. Purpose: To compare their attitudes and identification with their department, institution, and discipline with objective measures of cosmopolitanism (such as publication rates), self-assessments, and the reputation or level of status of their institution. 1964–1972.

Article in *Sociology of Education* planned.

National Science Foundation support for original data gathering.

806 ***Development of the Historical Profession, Physics, and English during the Past Decade***

A comparative study of history, physics, and English faculty during the recent past, with data from the Parsons-Platt academic faculty studies and interviews with historians in the fall of 1970.

American Historical Association.

The System of Higher Education: A Sociologist's Point of View, see Talcott Parsons, 786.

PLEHN, STEFFAN W. 34R Prentiss Street, Cambridge, Massachusetts 02140.

807 *Evaluation of the New England Regional Student Program*

Since 1957 the New England Board of Higher Education has coordinated a program among the six New England states where students in one state may enroll in institutions in another state into programs unavailable at home and pay less than regular out-of-state tuition. Except for two "contract" programs in the health sciences, NERSP operates on an informal, noncontractual basis, with no regulations to ensure consistent "balance of trade," in contrast to WICHE's and SREB's entirely contractual programs. Given recent escalation in the number of participating institutions, programs, and sutdents in NERSP, an evaluation of the program is being conducted. Purpose: To assess the significance of NERSP over the past 13 years and its future potential in light of current national concerns about state residency requirements and student mobility across state boundaries. 1971–1972.

Report expected from the New England Board of Higher Education, 20 Walnut Street, Wellesley, Massachusetts 02181.

PLOUGH, THOMAS ROBERT Dean of Students and Assistant Professor of Sociology, Alma College, Alma, Michigan 48801. (517) 463-2141, ext. 223.

808 *Construction of an Experimental Inventory Reflecting the Character of Student Academic Experiences*

Field testing at nine institutions during 1971 resulted in the "DP (Dressel-Plough) Questionnaire of Student Academic Experiences," a copyrighted 60-item forced-choice (agree-disagree) questionnaire regarding classroom activities, curricular choices, and student-faculty relationships encountered by students in an academic community. Questions are based on four dimensions or continua of emphases: 1. the individual student versus the disciplines; 2. problems, policies and actions versus abstractions, theories and ideas; 3. flexibility of academic experiences versus rigidity; and 4. integration of academic experiences versus compartmentalization. Examples: "My class reading lists do not allow for personal selection of materials." "My professors bring in materials from other subjects and relate them to their own particular subject." Purpose: It was designed to produce new and differently focused information on the lives and experiences of college students. 1970–1971.

Doctoral dissertation, Michigan State University, 1971.

POLEY, TIMOTHY see C. W. McCollester, 669.

POLLARD, H. V. Department of Educational Administration, University of Calgary, Calgary 44, Alberta. (403) 284-6439.

809 *National Community College Information System*

The project should establish an initial operative computerized information system utilizing DATA-MAN, a Canadian developed file maintenanced and retrieval language. The system would allow for free format and extensive expansion of files. Purpose: To design a National Community College Information System by designing an information base, and a computerized system for maintaining and recovering data, and evaluating the system after initial testing. May 1971–Spring 1972.

POOLE, HAZEL C. Head, Educational Services Section, Higher Education Surveys Branch, National Center for Educational Statistics, Room 2136, U.S. Office of Education, 400 Maryland Avenue S.W., Washington, D.C. 20202. (202) 962-7301.

810 *Institutional Characteristics of Colleges and Universities, 1971-72*

Annual survey, (OE Number 2300-1) within HEGIS VI, of all institutions of higher education for listing in *Education Directory: Higher Education.* Thirty-four items of information about the institution and each branch campus requested, including accreditation status, type of program, minimum admission requirement, and names and titles of chief administrative officers. Purpose: To acquire and disseminate more meaningful statistical quantities on the operation of higher education, and to bring consistency and compatability to data on higher education. Annual.

Data published in *Education Directory: Higher Education.*

PRATT, SALLY B. Assistant Professor, Office of Institutional Research, Michigan State University, 1676 Mount Vernon Avenue, East Lansing, Michigan 48823. (517) 351-4643.

811 *The Career Development of Journalism and Mass Communication Faculty Members*

Over 80 percent of the faculty members in 40 schools and departments of journalism and mass communication responded to a four-page, specially-developed questionnaire on career development, professional activities, and appraisal of teaching as a career. Purpose: To find out how journalism and mass communication faculty members came to join college and university faculties; the nature of their backgrounds; their job responsibilities and professional activities; and their current appraisals of their role as journalism educators. April 1969–March 1972.

Ph.D. dissertation, University of Minnesota. Summaries will be mailed to all participating schools and departments and others who request it; academic journal articles planned.

PREDIGER, DALE Director of Developmental Research, The American College Testing Program, Inc. P.O. Box 168, Iowa City, Iowa 52240. (319) 351-4470.

812 *Contrast Validity of Vocational Guidance Measures for Vocational-Technical School Students*

Multiple discriminant analysis, centour score plots, and chi-square analyses will be used to study the effectiveness of over 25 measures of abilities, interests, and other characteristics in differentiating "successful and satisfied" students enrolled in 22 post-high school vocational, technical, and two-year transfer programs. The nationwide sample of approximately 13,000 students was drawn from the group used in the 1970 fall norming of the Career Planning Profile. Purpose: To identify the major dimensions of personal characteristics on which students in various vocational-technical programs differ; and to use this information in the guidance of potential vocational-technical students. November 1971–December 1972.

ACT Research Report planned.

PREDIGER, DALE Director of Developmental Research, **GARY HANSON** Research Psychologist, **NANCY COLE** Director of Test Development, and **JOHN ROTH** Research Psychologist, The American College Testing Program, Inc. P.O. Box 168, Iowa City, Iowa 52240. (319) 351-4470.

813 *Development of Vocational Interests in Young Men and Women*

Exploration of various theories of interest and their differentiation among groups of students. Utilizes ACT data bank of inventoried interest measures gathered throughout high school and college and/or career and additional special research data. Purpose: To study structure of interests, their interrelationships and development in school. September 1971–December 1973.

Articles in professional journals, ACT Research Report, ACT monograph planned.

PUCEL, D. J. Department of Industrial Education, University of Minnesota. Minneapolis, Minnesota 55455. (612) 373-7761.

814 *Vocational Follow-up Project*

The system gathers biographical data, data on student terminations, and one-year follow-up data from graduates and employers. These are reported to the Minnesota State Department of Education, school directors, and instructors of programs to provide a data base for programmatic decisions. Purpose: To develop and operate an information system on students who attend the full-time day programs of the post high school area vocational schools of Minnesota. November 1971–June 1975.

State of Minnesota, $93,958 for 1971.

Characteristics of Full-Time Students in Post-secondary Trade Courses (Project Mini-Score) see Howard F. Nelson, 745.

PUFFER, FRANK Associate Dean of Academic Affairs, Clark University. 950 Main Street, Worcester, Massachusetts 01610.

815 *Factors Influencing Student Enrollment and Course Selection; Institutional Simulation Models*

Multiple regression analyses are being run on factors influencing students' likelihood of enrolling at Clark and basis for course selections. Simulation is being developed to model the University components such as administration, support staff, faculty, and students with the associated budget constraints. Purpose: To assist in planning for future policies of financial aid distribution, departmental development, class size and the like. September 1971–1972.

PURDY, PAUL W. Doctoral Candidate, Department of Education, University of California, Los Angeles. 405 Hilgard Avenue, Los Angeles, California 90024.

816 *Political Participation and Ideological*

Characteristics of Selected 1950 College Graduates

Data from a 1969 national survey of 8254 college alumni by the Center for the Study of Higher Education at UCLA will yield information on attitudes toward national and state policies and community affairs, educational benefits and experience, and personal statistics. An Ideological Index will serve as the basis for assessing liberal and conservative tendencies. Purpose: To explore the relationship between ideological characteristics and political participation. 1971–ongoing.

Dissertation.

QUATROCHE, THOMAS Vice President for Student Affairs, State University College at Buffalo. 1300 Elmwood Avenue, Buffalo, New York 14222. (716) 862-4704.

817 *Perceived Institutional Functioning and Responsiveness to Change as Related to Student Types*

The research questionnaire was distributed to a random sample of 1400 students from the sophomore, junior, and senior classes at Bloomsburg, Haverford, and Wilkes Colleges during the fall of 1970; 655 students returned usable questionnaires. Purpose: To identify within the colleges the perceptions and attitudes of different types of students toward institutional functioning and response to change; identify those factors that influence the kinds and degrees of student pressures for change; and determine the variation of institutional response to such pressures for change in governance, curriculum, and student life. Fall 1970–January 1972.

Report will be presented at AERA in Chicago in spring 1972; articles on the topic as well as a possible book are planned through the Center of Higher Education, The Pennsylvania State University.

The Center for Higher Education, The Pennsylvania State University.

RADNER, ROY Professor of Economics and Statistics, Department of Economics, University of California, Berkeley. (415) 642-1955; and **LEONARD S. MILLER**, Assistant Professor, School of Social Welfare, University of California, Berkeley. Berkeley, California 94720, (415) 642-0556.

818 *Demand and Supply in United States Higher Education*

A statistical study of faculty-student ratios and the demand for places in higher education, and of the stocks of higher education degree holders classified by age, sex, degree, and specialty. Results are applied to several policy analyses, including universal two-year college, compensatory education, and the academic demand for Ph.D.'s. The study uses diverse data sources, including HEGIS, SCOPE, and ACE, and also utilizes enrollment projections prepared for the Carnegie Commission by Professor Haggstrom. Purpose: to estimate various aspects of the structure of demand and supply in U.S. higher education and shed light on its probable evolution, and to illustrate how knowledge of demand and input-output ratios can be used to inform policy analysis by identifying effects of alternative policies. June 1968–December 1971.

R. Radner and L.S. Miller, "Demand and Supply in U.S. Higher Education: A Progress Report," *American Economic Review*, 60 (1970) 326-44; R. Radner, "Faculty Student Ratios in U.S. Higher Education," *Proceedings of the UNB-NBER Conference on Education as an Industry*, forthcoming; L.S. Miller, "Demand for Higher Education in the United States," *Proceedings of the UNB-NBER Conference on Education as an Industry*, forthcoming. Book to be published by the Carnegie Commission.

Carnegie Commission on Higher Education and the Ford Foundation.

Academic Demand for New Ph.D.'s, 1970-90: Its Sensitivity to Alternative Policies, see Frederick E. Balderston, 54.

RAINES, MAX R. Professor, Higher Education, Michigan State University. 425 Erickson Hall, East Lansing, Michigan 48823. (517) 355-6613.

819 *Faculty and Administrative Attitudes toward Community Services in Greater Seattle Community Colleges*

A taxonomy of community services was converted into an attitudinal inventory for faculty and administrators in 11 community colleges of the greater Seattle area. Administrators were asked to judge the importance of each taxon for achieving objectives of their college. Faculty were asked to judge relevance of each item as well as their interest in participating in related activities. Purpose: To assess institutional concern for community involvement. Fall–November 1970.

Published as part of Arthur D. Little's analysis of a management information system for the consortium colleges, *Proposed Puget*

Sound Regional Planning System.
Arthur D. Little.

820 ***An Appraisal of the Rockland Guidance Center for Women***

Interviews with a random sample of clients, with key personnel in various community agencies as well as business and industry, and a questionnaire to current and former staff members. Purpose: To appraise impact of the center on its clients, its community, and the community college of the Rockland County Area, and to make recommendations for future development of other centers in the state of New York. February–August 1969.

Published in monograph form by the Continuing Education Division of the State University of New York in Albany.

Office of the Governor, New York.

RAINSBERGER, RICHARD The Center for the Study of Higher Education, The University of Toledo. Toledo, Ohio 43606. (419) 531-5711.

821 ***The Ohio College Prior to 1860***

An historical analysis of colleges and universities in the state of Ohio prior to 1860 with particular attention to their organization, finance, and administration. To Summer 1972.

Center monograph planned.

RAMIREZ, MANUEL III see Alfredo Castaneda, 175.

RAUH, MORTON A. Vice President Emeritus, Antioch College. Yellow Springs, Ohio 45387. (513) 767-7331, ext. 493.

822 ***Financing Tuitions in Private Colleges***

The general problem of how tuition charges at private colleges can be met will be investigated, using as subjects the members of the Associated Colleges of the Midwest and the Great Lakes Colleges Association. Purpose: To organize the methods by which tuition charges are met; to determine the market implications of these methods; to identify the kind of management decisions which relate educational costs to the capacity of the market to absorb them. October 1967–July 1972.

Ford Foundation.

REED, HORACE B. Director, Center for Teacher Educators, School of Education, University of Massachusetts. Amherst, Massachusetts 01002. (413) 545-0707.

823 ***Alternative Programs in Teacher Preparation***

A largely qualitative assessment of ten teacher preparation programs currently in operation at the University of Massachusetts, School of Education. Purpose: To provide an ongoing evaluation of the programs with the immediate purpose of improving them and with longer range purposes of initiating additional new programs, and with the further purpose of describing these programs to a wider audience of people interested in teacher preparation. Each program has its own descriptive objectives, theory, professional components, field experience, selection procedures and evaluative approaches. September 1971–September 1973.

A series of essays planned, either as a book or as journal articles.

REED, RODNEY J. see E. L. Klingelhofer, 558.

REGAN, MARY see George Yonge, 1110.

REICHARD, DONALD J. Research Associate, Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313. (404) 875-9211.

824 ***Size of Institutions***

Analysis of literature, field investigations, and case studies. Purpose: to examine the implications of institutional size upon economic and educational characteristics of colleges and universities. 1971–1973.

Campus Size: A Selective Review, 1971; case studies describing the resolution of problems about institutional size.

Higher Educational Financing in Southern States, see E. F. Schietinger, 876.

Private Higher Education and State Government, see E. F. Schietinger, 877.

REILLY, RICHARD Associate Research Psychologist, Educational Testing Service. Princeton, New Jersey 08540. (609) 921-9000.

825 *Empirical Option Weighting*

In order to increase the reliability of shortened versions of the GRE verbal and quantitative aptitude tests, two methods, one to increase internal consistency and the other to increase the parallel forms reliability, will be compared with a conventional scoring method. The construct validity of these various option weighting systems will be compared by examining the zero-order and multiple correlations of the tests scored under each system with cumulative undergraduate GPA. Purpose: to examine the effects of empirically weighting options of the GRE tests on reliability and validity. July 1971–June 1972.

An ETS Research Bulletin and a journal article planned.

Graduate Record Examinations Board.

826 *Graduate Performance by Critical Incidents*

A national sample of graduate educators in chemistry, English, and psychology will describe the performance of graduate students using a list of "critical incidents." Factor analytic methods will derive relatively distinct dimensions of student performance. Comparisons will be made between the three fields with respect to factor structure. Each incident will be rated separately for importance and comparisons will be made between fields. Purpose: To better define the criteria by which graduate students are evaluated through the use of behavior descriptions supplied by graduate faculty. July 1971–September 1972.

A Project Report, an ETS Research Bulletin, and possible publication in the *American Educational Research Journal* planned.

Graduate Record Examinations Board.

827 *Development of Rating Scales in Law School*

A set of behaviorly anchored rating scales are being developed for law school admissions purposes. Initially, scales will be developed for approximately 20 student characteristics, then reduced in number by factor analysis, refined and validated. Purpose: To supplement or replace undergraduate grades for admissions purposes. July 1971–December 1973.

An ETS Research Bulletin and Memoranda planned.

Law School Admission Test Council.

828 *Contribution of Selected Transcript Information*

Transcripts are broken down into average grades in subject areas: major and year graduated are analyzed as predictors and moderators; LSAT scores and WA scores. A national representative sample of 20 law schools and samples of nonaccepted applicants are used to make range-restriction connections. Stepwise regression analysis will select the most promising predictors of first year law school average and these will be cross-validated on a holdout sample. Purpose: To identify the transcript information that is most useful in conjunction with LSAT scores for predicting law school performance. December 1971–October 1972.

An ETS Bulletin and a journal article planned.

Law School Admissions Test Council.

REIMANIS, GUNARS Professor of Psychology, Director of Educational Research, Corning Community College, Corning, New York 14830. (607) 962-9277.

829 *Teaching Effectiveness and the Interaction between Teaching Methods and Student and Teacher Characteristics*

A test of a series of hypotheses regarding the relationship between learning effectiveness in four subject areas and the interaction between a series of student and teacher characteristics, including ability, attitude, educational philosophy, self-concept, anxiety, locus of reinforcement control, and aspiration-ability disparity. Student teacher interaction will also be examined in relationship to such teaching approaches as teacher- versus student-directed learning, size of class, and use of a student response system which permits the instructor to elicit and record individual and total student reaction throughout a class session. Thirteen faculty members and 930 freshmen and sophomores at the Corning Community College will participate in the study. With the college's open-door admissions policy, the student sample is expected to range more widely in characteristics than those in most past research undertaken to study teaching effectiveness. August 1971–September 1972.

Technical report to U.S. Office of Education and journal articles planned.

U.S. Office of Education.

RENNER, RICHARD R. College of Education, University of Florida, Gainesville, Florida 32601. (904) 392-0724.

830 ***Influence of the United States on Latin American Higher Education***

In February 1970 a conference on this topic was held at the University of Florida with participants from a variety of countries and points of view, including government, universities, and foundations. The papers presented at the conference by experts in the field, together with discussion about them, are being edited for publication. 1970–1972.

Book planned, University of Florida Press, 1972.

REVER, PHILIP R. Assistant Director, Research Services, Research and Development Division, The American College Testing Program, Inc. P.O. Box 168, Iowa City, Iowa 52240. (319) 351-4470.

831 ***Scientific and Technical Careeers: Internal and External Factors in Choice, Change, and Persistence to Entry Position***

The recent works of authorities in the area of vocational development and social sciences indexers were searched regarding the interactions of personal attributes and environmental factors leading to scientific and technical career choice. A survey of work in progress was then undertaken through contacts of researchers and a review of current grants and contracts. Purpose: To identify research findings which provide bases for decision-making affecting career choices within the various scientific and technical fields and their modification to aid in manpower development. July 1971–April 1972.

Report planned in ACT's Monograph or Research Report series.

National Science Foundation.

832 ***Patterns of College Choice as a Function of Past Achievement and Propensity for Risk Taking***

A study of college choice patterns by students participating in The American College Testing Program's services during the 1970-71 academic year, using ACT test data and special surveys. Purpose: To explore the influence of achievement patterns, educational and vocational goals, student backgrounds, counseling, and patterns of college choice. November 1971–December 1972.

Professional journal articles and ACT Research Report planned.

RICCI, FREDERICK A. Distributive Education, Teacher Education, Department of Secondary Education, College of Education, University of Maryland. College Park, Maryland 20742. (301) 454-2037.

833 ***The Nature of Retail Education with Implications for Curriculum Development***

Nineteen postsecondary institutions in New England participated in providing responses from students, retailers, instructors, and college administrators to a questionnaire about guidelines for postsecondary retail education programs. A two-thirds agreement in the affirmative among the responses of each group to any of 65 statements led to that statement being recommended as a guideline for the development of a postseoncary retail education program. Purpose: To determine if guidelines may be identified and agreed to by individuals who are involved in planning, administering, teaching, or pursuing retail education programs at postsecondary institutions in New England. April 1970–February 1971.

RICHARDS, RONALD Associate Director for Instructional Programs, Office of Medical Education Research and Development and **HILLIARD JASON** Director, Office of Medical Education Research and Development, Michigan State University, East Lansing, Michigan 48823. (517) 353-9656.

834 ***Physician-Educator Preparation***

In the first phase of this project, self-instructional units were supplied to community physician-educators to help them improve their instructional skills. Phase two consists of micro-teaching exercises where community physician-educators will assist in defining objectives, plan instruction, manage a small group of medical students, and assist in evaluating the impact of their instruction. Purpose: To prepare community physicians to instruct medical students in the community setting. January 1969–June 1973.

"Physician-Educator Preparation Project," *Audiovisual Instruction*, October 1971. Offset report planned.

The late John L. Snavely, M.D., of Sterling, Illinois, through the American Medical Association.

RICHARDSON, LEROY P. Senior College Program, National Laboratory for Higher

Education. Mutual Plaza, Durham, North Carolina 27701. (919) 688-8057.

835 *Undergraduate Curriculum Improvement*

A summary of more than 150 references to research on undergraduate curriculum development. Purpose: To analyze key concepts and problems, and offer recommendations for further developmental research.

"Undergraduate Curriculum Improvement: A Conceptual and Bibliographic Study," National Laboratory for Higher Education Research Monograph No. 1, 1971.

U.S. Office of Education.

RIDGE, JOHN WILLIAM Director of Institutional Studies and **JACQUELINE M. SKUBAL** Assistant to the Director of Institutional Studies, 205 Schofield, University of Wisconsin-Eau Claire. Eau Claire, Wisconsin 54701. (715) 836-2544.

836 *Follow-thru of the University of Wisconsin-Eau Claire Class of 1974*

A card record of sex, home residence, rank in high school graduation class, high school class size, ethnic group and transfer status of all students new to UW-EC during 1970-71 and summer session 1971 was prepared. For each term, the student's major, credit load, GPA, and attendance status is being recorded. Purpose: Attendance patterns and patterns of changes in majors will be analyzed as a basis for institutional planning, and the cards will form a data base for the correlation of characteristics of subgroups and for a follow up of drop-outs. Spring 1971–1976.

Interim reports will be available as analysis proceeds, probably beginning in fall of 1972.

RIEGEL, PAUL S. Assistant Vice Chancellor for Administrative Affairs and Assistant Professor of Higher Education and **ROBERT L. BENDER** Assistant to the Vice Chancellor for Administrative Affairs, 112 English Building, University of Illinois at Urbana-Champaign. Urbana, Illinois 61801. (217) 333-6394.

837 *Basic Readings in Higher Education and Its Specialties*

A July 1970 survey of 650 professors on the "List of Faculty Members Teaching Courses in Higher Education" issued by the American Association for Higher Education asking them to list up to ten books which they considered to be "basic reading" for students of higher education. In addition to a listing of those books most frequently recommended, an analysis of institutional affiliation of respondents will appear in the final report. In October 1971 letters were mailed to these faculty members asking their area of specialization within the field of higher education and for up to ten books which are basic for students in that area of specialization. Purpose: A categorized list of these books will be prepared, and data on the institutional affiliation and the graduate training of respondents will be prepared. July 1970–June 1972.

The summary report of the first study appears in the *Educational Record*, Winter 1972.

RIESING, THOMAS F. see Arnold E. Amstutz, 22.

RIESMAN, DAVID Henry Ford II Professor of the Social Sciences, Harvard University; Institute for Advanced Study. Princeton, New Jersey 08540, (609) 924-4400, ext. 434, (after June 1972, William James Hall 280, Harvard University, Cambridge, Massachusetts 02138, (617) 495-3822) and **GERALD GRANT**, Research Fellow, Center for Behavioral Sciences, 280 William James Hall, Harvard University. Cambridge, Massachusetts 02138, (617) 495-3822, (after September 1972, Associate Professor, School of Education, Syracuse University. Syracuse, New York 13210, (315) 476-5541).

838 *Experimental Colleges*

An ethnographic and analytical study of about a dozen experimental colleges, drawing on interviews and short periods of participant-observation, and looking in an intensive way at these distinct models of undergraduate education against a background of broader changes in higher education based on visits to a wide variety of colleges and universities. Purpose: To describe some styles, patterns, and aims of existing experimental colleges; to assess what successes they have had as well as the difficulties they have encountered; to ask what lessons can be learned from these experiments about the problems and processes of innovation and change in higher education; and how these lessons can be transmitted to the broader academic culture. September 1970–September 1974.

Journal articles and a book.

Ford Foundation and Carnegie Corporation of New York.

RIESMAN, DAVID and VERNE A. STADTMAN Editor and Staff Associate, Carnegie Commission on Higher Education. 1947 Center Street, Berkeley, California 94704. (415) 849-4474.

839 *Institutions Responding to Crisis and Change*

Institutions profiled include Antioch, Berkeley, City College of New York, Columbia, Federal City College, Harvard, M.I.T., Michigan, Old Westbury, Pennsylvania, Princeton, Rutgers, San Francisco State, Stanford, Swarthmore, Toronto, Wesleyan, and Wisconsin. Purpose: To arrange and edit a series of brief profiles, written by noted authorities, on institutions involved in significant crises or change since 1964. 1971–1972.

Book to be published, 1972.

Carnegie Commission on Higher Education.

RIESSMAN, FRANK, VIVIAN C. JACKSON, and RALPH ACOSTA New Careers Training Laboratory, New York University. Fifth Floor, 184 Fifth Avenue, New York, New York 10010. (212) 598-7641.

840 *Development of Curricula for New Careers in Family Health*

The National Institutes of Health have helped establish several "comprehensive health centers" or clinics for ambulatory patients in New York City. The New Careers Training Laboratory of New York University is involved in evaluating and helping improve the health services offered by these centers, such as preventive care, health education, and patient follow-up, and in designing career development programs for the new types of health workers employed by these centers, such as family health workers and medical assistants. A Career Development program has been organized in each center, enabling disadvantaged workers to increase their upward mobility by working as health practitioners, but new curricula are needed for these workers and changes in state certification and licensure are required for their acceptance. The New Careers Training Laboratory has designed a modular curriculum for family health workers on a half-day or one-day a week basis of training to give them necessary background, theory, and diagnostic skills to enable them to function as community or family health workers. Purpose: To increase employment opportunities for low-income workers, improve the scope and quality of health services, and economize on scarce manpower resources. 1969–1972.

Interim reports and manual of new modular curriculum available from New Careers Training Laboratory.

U.S. Public Health Service, approximately $158,000 a year.

RIGAUD, MICHEL Chairman, Department of Metallurgical Engineering, Ecole Polytechnique. 2500 av. Marie Guyard, Montreal 250, Quebec. (514) 739-2451.

841 *Utilisation de la Dynamique de Groupe, dans l'Enseignement de la Metallurgie Extractive*

(Utilization of Group Dynamics in Teaching Extractive Metallurgy)

Des objectifs operationnels (au sens de R. F. Mager) du cours de metallurgie extractive. Puis les eleves sont mis en demeure de discuter ensemble de la methodologie a suivre pour atteindre les objectifs. En ce faisant ils forment un "T group" et apprennent les rudiments de la dynamique des groupes. Au bout de 4 a 5 semaines le group devient suffisamment homogene pour s'attaquer a la metallurgie extractive proprement dit. Dans les 8 dernieres semaines les eleves couvrent le programme qu'ils se sont traces, en ayant pris soin au prealable d'etablir des criteres d'evaluation de leur performance individuelle et de groupe. 1969–1974.

M. Rigaud–1 Conference sur ce sujet a ete presentee au colloque de pedagogie appliquee de l'American Society of Engineering Education, en avril 1970, a l'Universite de Sherbrooke. Texte disponible sur demande.

RIVLIN, ALICE Senior Fellow, Economic Studies Division, The Brookings Institution. 1775 Massachusetts Avenue N.W., Washington, D.C. 20036. (202) 483-8919.

842 *Higher Education in Urban Areas*

A review of interaction between colleges and universities and the city, with options for the future. July 1969–1972.

Book, *The Campus and the City: Higher Education in Urban Areas*, to be published.

Carnegie Commission on Higher Education.

ROADEN, ARLISS L. see Blaine R. Worthen, 1103.

ROBERTS, MICHAEL M. Director, Management and JOHN W. GWYNN Associate Director, Project INFO. Encina Hall Room 30, Stanford, California 94305. (415) 321-2300, ext. 3427.

843 *Design and Testing of an Integrated Computer System for the Administrative Processes of the University*

Project INFO is developing an integrated and data base oriented computer system consisting of a generalized data base management system, named OASIS (Online Administrative Information System), as well as specific application designs for such functions as student registration and records, personnel and budget preparation. Research issues focus on the quantity and quality of information to be provided to administrative officers at various levels in the university, human interaction with an online information system, and technical questions associated with computer hardware and software design. Purpose: To support university administrative requirements. April 1968–ongoing, through August 1973.

Annual progress reports and system description and documentation available.

Ford Foundation, $890,000.

ROBINSON, LORA Research Associate, ERIC Clearinghouse on Higher Education. Suite 630, One Dupont Circle, Washington, D.C. 20036. (202) 296-2597.

844 *Surveys of Research and Literature on Women Studies, Academic Governance, and Student Participation in Governance*

Compendia of research findings and trends on three topics: women studies, academic governance, and student participation in governance. 1971–1972.

To be published in "Research Currents"—a four-page report appearing in the *College and University Bulletin*, the newsletter of the American Association for Higher Education: March, 1972 for Women Studies; April, 1972 for Student Participation in Governance; and June, 1972, for Governance.

U.S. Office of Education and W.K. Kellogg Foundation.

ROCK, DONALD A. Senior Research Psychologist, Educational Testing Service. Princeton, New Jersey 08540. (609) 921-9000.

845 *A Biographical Inventory to Control the Effects of Differential Motivation on Predictive Accuracy*

A biographical questionnaire was developed and administered to approximately 1500 freshmen at the University of Georgia. Grades are to be collected at the end of their first semester. Using scales from the questionnaire and the Moderated Regression Technique developed by the principal investigator, the indirect effects of motivation on predicting accuracy will be evaluated. Purpose: 1. to construct scales from a biographical questionnaire that will differentiate individuals with respect to their motivation towards academic achievement; and 2. assess the relationship between level of motivation and differential predictive accuracy. Begun December 1969.

Journal article planned.

College Entrance Examination Board.

846 *Identification of Population Moderators and Their Effect on Graduate Record Examination Predictor-Criterion Relationships*

Approximately 1000 cases in the areas of psychology, chemistry, and mathematics were collected from the merging of the Doctorate Records file and the Office of Scientific Personnel tape of National Science Foundation applicants. These file records indicated "time to Ph.D.," whether the Ph.D. was received, biographical information, GRE test scores, grade point average, and letters of reference ratings. Potential moderator variables will be identified by the Moderated Regression Technique developed by the principal investigator. Causal models with respect to Ph.D. attainment will be investigated through the use of path coefficients. Purpose: 1. to define subgroups of individuals for which the GRE tests have varying degrees of validity with respect to predicting doctorate attainment; and 2. provide biographical profiles of each subgroup as well as the optimal prediction equation for each subgroup. February 1970–March 1972.

Two ETS Research Bulletins and possibly two journal publications planned.

Graduate Record Examinations Board.

847 *A Biographical Inventory to Control the Effects of Differential Motivation on Predictive Accuracy*

Approximately 4700 biographical questionnaires were mailed to three graduate schools and about 50 percent have been returned. Potential moderator variables will be derived from questionnaire responses through the use of the Moderated Regression Technique developed by the principal investigator. Subgroups of the applicant population who are characterized by different levels of achievement motivation will be defined and examined with respect to possible differential predictor accuracy using the traditional predictors and academic criteria. Special emphasis is centered on motivational factors which may cut across racial groups or subcultures and will hopefully yield additional insights into the so-called "test bias" problem. March 1970–August 1972.

A project report, an ETS Research Bulletin, and a possible journal publication planned.

Graduate Record Examinations Board.

ROESLER, ELMO V. Assistant Professor/Special Assistant in Institutional Research, Office of Institutional Research, Appalachian State University. Boone, North Carolina 28607. (704) 264-8871.

848 *A Systems Model for Institutional Research*

The development of a systems model for institutional research at four-year institutions, utilizing the University of Denver as the reality base. One questionnaire was sent to 20 institutional research experts and another to institutional researchers at 100 North Central Association colleges and universities. A comparison of the guideline results and a review of the research literature in higher education have been used to develop the institutional research model. Purpose: To devise theoretical and pragmatic guidelines for institutional research using a systems analysis approach. July 1971–August 1972.

Dissertation and journal articles planned.

ROGERS, MABEL E. see J. L. Zwingle, 1120.

ROMNEY, LEONARD Staff Associate, Development and Applications Unit, National Center for Higher Education Management Systems at WICHE. P.O. Drawer P, Boulder, Colorado 80302. (303) 449-3333.

849 *Faculty Activity Analysis*

This project is concerned with the development of standardized procedures for use by institutions in collecting and analyzing data on faculty activities and effort, and the design of techniques to assist in compatible exhange of these data. This analysis and exchange has been difficult because of the lack of a common set of definitions of faculty activity, lack of assignment guidelines, lack of uniform methods for measuring effort, and lack of differentiated levels of faculty activity data. Purpose: After reviewing existing faculty activity analysis procedures, NCHEMS' procedures will be developed in conjunction with a task force and will be pilot tested in a number of institutions.

Faculty Activity Analysis: Overview and Major Issues (Technical Report No. 24) available from NCHEMS at WICHE for $1. Technical paper expected in 1972.

U.S. Office of Education, National Center for Educational Research and Development, Division of Higher Education Research.

850 *Facilities Inventory Classification Manual*

NCHEMS is revising and updating the 1968 *Higher Education Facilities Classification and Inventory Procedures Manual* of the National Center for Educational Statistics on the basis of experience gained from using it thus far and of recent developments in higher education facilities and related fields. Institutions, state facilities commissions, and individuals have been asked to submit suggestions and revisions; a task force from institutions and agencies is reviewing the suggestions; and the revised manual will ultimately be published by the National Center for Educational Statistics for use in future facilities surveys. Purpose: To revise and update the manual for more reliable collection of data. Ongoing.

U.S. Office of Education, Division of Higher Education Research, National Center for Educational Research and Development.

ROMOSER, RICHARD C. Director, Office of Institutional Research and Planning, Cuyahoga Community College. 2123 East Ninth Street, Cleveland, Ohio 44115. (216) 241-5966, ext. 273.

851 *Summer Term Length at Cuyahoga Community College*

In an attempt to learn the reasons for an unusual enrollment pattern for summer school at Cuyahoga Community College, a sample of students and faculty who participated in the 1971 Summer Session at Cuyahoga Community College were surveyed by questionnaire. Students were asked to relate their reasons for attending the summer session and to evaluate courses they took and the appropriateness of their eight and or five and one-half week term length. Faculty were requested to cite a preference for term length appropriate to their respective subject area and to rank summer-term length in importance among other influences affecting summer student enrollment. Purpose: To determine the merits and consequences of shorter or longer summer terms as a function of summer student/faculty experience, opinions and preference, and to assist in planning for the 1972 Summer Session. August–December 1971.

Report available.

ROSEN, ALBERT see John W. Cotton, 229.

ROSEN, SHERWIN Professor of Economics, Department of Economics, University of Rochester. Rochester, New York 14627. (716) 275-4161.

852 *Knowledge and Income*

Application of the theory of optimum accumulation explains lifetime earnings patterns and lifetime occupational mobility jointly. These patterns can be estimated as functions of work experience, with depreciation and obsolescence rates of skills, certain ability indexes and rates of time preference as estimable parameters. The model is to be estimated from NSF Registry data to obtain depreciation-obsolescence rates in various academic professions and will also be applied to high school and college graduates using census data. Purpose: To construct and estimate an economic model of lifetime income, based on the hypothesis that individuals learn from their working experience. September 1971–August 1973.

"Knowledge Obsolescence and Income" and "Obsolescence of Scientific Knowledge: A Progress Report" available. Monograph planned.

Basic Research Branch, U.S. Office of Education.

ROSENBAUM, KAREN J. 3021 North Pollard Street. Arlington, Virginia 22207. (202) 525-5163.

853 *Curricular Innovations in Federal Youth Programs*

A comparative study of two New Deal youth programs–CCC and NYA–and a War on Poverty program–the Job Corps. Purpose: To analyze and contrast their organization and functions. 1968–1973.

"Curricular Innovations in Federal Youth Programs," dealing with the two Depression youth programs is available through ERIC. Book planned, 1972-73.

U.S. Office of Education.

ROSENTHAL, NEAL H. Bureau of Labor Statistics, U.S. Department of Labor. GAO Building, Washington, D.C. 20210. (202) 961-5066.

854 *Occupational Projections to 1985*

An analysis of census data, Bureau of Labor Statistics data, and information form other sources. Purpose: To extend the previous analyses of supply and demand for all occupations from 1980 to 1985 for vocational and occupational planning purposes. January 1972–June 1973.

One or two basic documents will be published, along with a number of spin-off reports comparable to *College Educated Workers, 1968-80*, which reported projects of the supply of and demand for college-trained workers in all occupations and in detail for some 20 occupations, and *Occupational Manpower and Training Needs*, which includes all occupations and workers.

Bureau of Labor Statistics.

ROSNER, BENJAMIN University Dean of Education, City University of New York. 1411 Broadway, New York, New York 10028. (212) 239-7430.

855 *Program Priorities in Teacher Education*

The Committee on National Program Priorities in Teacher Education (CNPPTE) was established to make recommendations for program development to the U.S. Office of Education, Bureau of Educational Personnel Development and Task Force No. 72 in the areas of competency-based teacher education and certification and of incentives for inservice teacher training. Purpose: The committee will recommend specific activities defining the competencies of educational personnel within the career line of paraprofessional, provisional, and permanently certified teacher, and master teacher. April 1971–June 1972.

Probably a hardback book, as well as articles and conference reports.

U.S. Office of Education/National Center for Education Research and Development, $59,000.

ROSS, NORTON M. Associate Professor of Pharmacology and **CARL O. DAVIS** Director of Evaluation, Medical College of Georgia, School of Dentistry-AD108. Augusta, Georgia 30902. (404) 724-7111, ext. 8611.

856 ***Group Grading of Biological Problems Seminars in Dental Education***

A class in biological problems has been divided into groups of six, and problem-solving situations assigned to each group. After research and preparation the group reports to the class, and the same grade is assigned to each member of the group. Written objective tests are also given, scores compared, and correlations determined. Purpose: To determine the feasibility of group grading in encouraging group action, and reducing competition between class members. September 1971–May 1972.

Article planned for *Journal of Dental Education*, 1972-73.

ROSSALL, R. E. Division of Educational Research Services, University of Alberta. Edmonton, Alberta. (403) 432-3763.

857 ***The Teaching of Cardiology via Computer-assisted Instruction***

Physiological characteristics and their relationship to heart valve sounds are presented in a tutorial fashion, and simulated "patients" are used for diagnostic testing. The material is now being used for the second consecutive year as a regular part of the cardiology class. To date excellent results have been obtained in terms of student reaction and learning. Purpose: To test the feasibility of teaching electrocardiography and valve defects to second-year medical students using a computer. September 1970–ongoing.

Canadian Heart Foundation.

ROSSI, PETER H. and W. E. GROVES Department of Social Relations, Johns Hopkins University. Baltimore, Maryland 21218.

858 ***Follow-up of Drug Use on College Campuses***

A follow-up study of 10,000 undergraduate students and 50 undergraduate institutions. The survey is concerned with social psychological characteristics of drug users, diffusion patterns of drug use in different types of college campuses, impact of college and university drug policy upon patterns of usage, impact of law enforcement policies in communities in which schools are located, and impact of drug usage on gross functioning of individual students. 1970–ongoing.

Book anticipated for publication in 1973.

National Institute of Mental Health.

ROSSMAN, JACK E. see Alexander W. Astin, 39.

ROSSMEIER, JOSEPH G. see John A. Jenkins, 496.

ROTH, JOHN see Dale Prediger, 813, and Ronald G. Taylor, 990.

ROTHBLATT, SHELDON Associate Professor, Department of History, University of California, Berkeley. Berkeley, California 94720. (415) 642-2437.

859 ***Teachers and Students at Oxford and Cambridge Universities, 1760-1860***

A study of 40 essentially independent collegiate units through the use of extant data (manuscripts, letters, police records, minutes of meetings, student magazines, student notebooks, etc.), employing the methods of the social sciences and philosophy, including computer tabulation. Purpose: To summarize large amounts of information about a concrete situation in the past and to determine what Oxbridge students did, day and night, and reach an historical definition of what teaching is rather than what it ought to be and can't. 1968–1975 (tentative).

The Revolution of the Dons: Cambridge and Society in the Nineteenth Century, New York: Basic Books, 1968. A chapter on the changing character of students at Oxbridge, 1800-1825, is planned in Lawrence Stone's *University and Society*, Princeton University Press, 1972.

Institute of International Studies, U.S. Office of Education, and Princeton University.

ROTHMAN, A. I. Director and Professor, Division of Studies in Medical Education, University of Toronto. Toronto 181, Ontario. (416) 928-4014 and H. MARX Professor, Faculty of Law, University of Montreal. Montreal, Quebec.

860 ***Expectations versus Perceptions of First-Year Classes in Law and Medicine***

Entering first-year students at two law schools and one medical school were administered a learning environment questionnaire. The same questionnaire will be administered to the same students at the end of one term. Purpose: To determine the differences reported between law and medicine students in their expectations of the learning environments of their respective schools and in their later actual perceptions. September 1971–June 1972.

ROTHMAN, A. I. Director and Professor, Division of Studies in Medical Education, University of Toronto. Toronto 181, Ontario, with J. PARLOW, N. BYRNE, and M. FRUEN (416) 928-4014.

861 *Medical Student Longitudinal Prediction Study*

A longitudinal study of successive cohorts of medical students from applicants to careers. Purpose: To define models of academic prediction, determine factors affecting career choice, identify traits related to professional competence, define the psychosocial profile of medical students, and to provide the basis for curriculum evaluation. September 1967–ongoing.

Articles appearing in *Journal of Medical Education.*

Province of Ontario Department of Health.

ROTTER, JULIAN B. Professor of Psychology, Department of Psychology, University of Connecticut. Storrs, Connecticut 06268.

862 *Interpersonal Trust of Students*

A theoretically based "Interpersonal Trust Scale" has been developed. Since 1964, the Scale has been given to the elementary psychology students at the University of Connecticut annually, and each year has seen a statistically significant drop in mean trust scores compared to the year before, with items concerning politics, peace keeping, and communications showing greatest decrease. Variables related to differences in amount of trust have been investigated and attitudes of students and other groups toward the truthfulness, competence, and altruism of various occupational groups are being studied, with physicians rating highest and used-car salesmen the lowest of 20 occupations. Purpose: To measure individuals' generalized expectancy of interpersonal trust. 1964–ongoing.

"Generalized Expectancies for Interpersonal Trust," *American Psychologist* 26:5 (May, 1971) 443-452; Dorothy J. Hochreich and Julian B. Rotter, "Have College Students Become Less Trusting?" *Journal of Personality and Social Psychology,* 15:3 (1970) 211-214.

National Institute of Mental Health and University of Connecticut Research Foundation.

ROUECHE, JOHN Professor of Junior College Education, and Director, Junior College Leadership Program, University of Texas. Austin, Texas 78712. (512) 471-7551.

863 *The Success of Remedial Education in Junior Colleges*

Case studies of junior colleges—two in Texas, two in North Carolina—which have documented success in the remedial education program on the basis of student retention, student achievement in the program and a year after, and attitudes of students toward remedial education as shown in the results of the questionnaire. Purpose: To show that a comprehensive program of remedial education can work and to document the effectiveness, in terms of three measures of success, of an open admissions policy at the community college level. February–Fall 1972.

Report, *Open Doors That Work: Remedial Education Revisited,* planned.

ROUECHE, JOHN Professor of Junior College Education, and Director, Junior College Leadership Program, University of Texas. Austin, Texas 78712. (512) 471-7551 and JOHN C. PITMAN National Laboratory for Higher Education. Mutual Plaza, Durham, North Carolina 27701. (919) 688-8057.

864 *Teaching and Instruction in the Community College*

Using an approach based on actual developments in the field, an instructional model for teaching in community and "open-door" colleges was designed within philosophical, psychological, and learning theory frameworks. The model involves a systems approach consisting of a sophisticated combination of simple programmed instruction, inexpensive technological teaching devices, and new learning theory, and all geared to individual learning rates. Purpose: To develop an instructional model for community and "open-door" colleges. January 1970–Summer 1971.

A Modest Proposal: Students Can Learn, Jossey-Bass, 1972.

ROUSSEAU, ROMAIN see Eddy Slater, 921.

ROYER, JEANNIE T. Office of Research, American Council on Education, One Dupont Circle, Washington, D.C. 20036. (202) 833-4748. (Project monitor, JUSTIN C. LEWIS Study Director, Science Education Studies Group, Division of Science Resources Studies, National Science Foundation.)

865 *Undergraduate Enrollments in Science and Engineering*

In December 1969 the Carnegie Commission in cooperation with the American Council on Education surveyed a sample of approximately 80,000 undergraduates who had registered as full-time students in 1966, '67, '68, or '69. A question was included on enrollments in the most recent college term in each of a list of 50 designated fields. Purpose: While considerable information is available on undergraduates' academic majors and on their career objectives, very little information was available on the exposure to science and engineering of students whether or not they were science majors. This study made the latter information available for the first time. December 1969–Spring 1971.

Science Resources Studies Highlights, January 5, 1972, Washington, D.C.: National Science Foundation NSF 71-42.

Division of Science Resources Studies, National Science Foundation.

RUSSELL, JOHN DALE Consultant, Bureau of Institutional Research, Bryan 305, Indiana University, Bloomington, Indiana 47401. (812) 337-7961. (Home, R.R. 2, Russell Road, Bloomington, Indiana, (812) 336-4168.)

866 *Development of the Full-Time Faculty Personnel of Indiana University since 1948-49*

Data are available for most years for nine different characteristics of each full-time member of the University faculty since 1948-49: academic unit, academic rank, highest earned degree, salary, years of service at Indiana University, sex and marital status, age, tenure, and source of highest degree earned. Cross-tabulations are made of all meaningful combinations of these items, and the data are set up in trend tables to permit scanning for significant changes in faculty personnel policies. In the past two years ethnic data have become available because of requirements of the federal government. Consideration is being given to including the ethnic data as a tenth category in the series of cross-tabulations. Purpose: As the first unit in a complete management information system for the University, the data will be valuable to academic officials in reviewing policies concerning the employment, promotion, and retention of full-time faculty members and in reviewing budget requests of the units for additional personnel or changes in the salary levels. The analysis by sex, for example, may prove useful either in defending the University against charges of discrimination or by permitting the correction of abuses before the University is called into account by outside agencies. 1965–ongoing, with each year's data added to the trend series.

No publication of the results for general distribution is planned.

Bureau of Institutional Research of Indiana University.

RUTHENBERG, D. B. Director of Educational Research and Program Development, Ottawa University, Tenth and Cedar Streets, Ottawa, Kansas 66067. (913) 242-5200.

867 *Student Development and Behavioral Modification in an Experimental Educational Core Program, 1971-1974.*

In Ottawa's "New Program for Educational Development" students are being given pre- and post-test instruments, including OPI, Strong, Kuder, Edwards, and locally developed instruments to determine value attitudes and concerns upon matriculation and upon graduation. These are contrasted against the College's stated primary educational objectives and the behavioral objectives developed by faculty, staff, students, and trustees. Respondents will also be evaluated throughout their collegiate career by continual debriefing in small groups utilizing personnel from Menninger Clinic in Topeka, Kansas, and the local staff. Purpose: Continual evaluation of the educational strengths of a core approach to general education, with intermediate interpretations of program development and an assessment of teacher effectiveness, in order to ascertain what behavior models and values may be developed in a four-year liberal arts campus and what the conditions are under which positive change takes place. September 1971–June 1974.

No reports currently available, but will be released in the Ottawa newsletter for research programs and filed with ERIC.

National Endowment for the Humanities, $374,093, and Ford Foundation, $150,000.

RYAN, JAMES see Joseph L. McCarthy, 667.

SANDERS, LESTER University of Georgia, Athens, Georgia 30601.

868 *Individualized Instructional Packages in Marketing*

Behavioral objectives have been prepared in four marketing areas—problems of initiating a small business, financial and administrative control, marketing in a small business, and management of business operations—and individualized instructional packages are being developed to provide a marketing option for non-marketing students in area vocational-technical schools. Staff members from area vocational-technical schools in Georgia will be oriented to the learning packages and their use. July 1971—June 1972.

SANFORD, NEVITT Scientific Director, Wright Institute, 2728 Durant Street, Berkeley, California 94704. (415) 841-9230.

869 *Academic Culture and Faculty Development*

A study of the attitudes, values, and structure of 300 faculty members in nine colleges and universities. Extensive interviews dealing with such topics as educational views, classroom behavior, relationships with students, relationships with the administration, and life history are being conducted. Purpose: To learn about career and personal development, particularly as they affect teaching. 1968—1972.

J. Wesley Brown and Robert C. Shukraft, *Personal Development and Professional Practice in College and University Professors*, joint Ph.D. dissertation, Graduate Theological Union, Berkeley. A book planned.

U.S. Office of Education and contracts with individual schools.

SAYOVITZ, JOSEPH see James Howard, 471.

SCANLAN, EUGENE A. Assistant to the Vice-President for Student Affairs and Acting Director of Student Activities, Chicago State University. 6800 South Stewart Avenue, Chicago, Illinois 60621. (312) 224-3900.

870 *An Environmentally-Structured Simulation for Crisis-Training of College and University Administrators*

A final version of a role-playing simulation incorporation feedback from attitudinal surveys conducted on individual campuses, intended for playing by major college and university administrators to increase their insight into the understanding of a campus crisis and its various components. Simulation has been developed over a period of two and one-half years by playing and evaluation of pilot versions. Purpose: To develop a final version so that distribution and objective evaluation of playing results can be undertaken. August 1969—April 1972.

"Morningside University—An Environmentally-Structured Simulation" *Simulation and Games* December 1970.

SCHAFER, MICHAEL I. Associate Director, Florida Community Junior College Interinstitutional Research Council; and Dean for Instruction, Muskegon Community College. 221 South Quarterline Road, Muskegon, Michigan 49443. (616) 773-9131, ext. 320.

871 *A Study of Postsecondary Occupational Education in Florida*

A comprehensive examination of postsecondary occupational education in Florida including a 221-item questionnaire completed by 2500 faculty members and administrators, a short questionnaire completed by 1000 Advisory Committee members, 150 structured interviews with board members, faculty and administrators, and 7000 Career-Planning Profiles and follow-up questionnaires. Purpose: To provide comprehensive discriptive data for planning, implementing, and evaluating postsecondary occupational education. December 1969—November 1971.

Publication of eight offset reports planned.

Interinstitutional Research Council; Florida Department of Vocational Education; and American College Testing Program.

SCHEIDE, BENTON F. Director of Libraries, California State College at Bakersfield. 9001 Stockdale Highway, Bakersfield, California 93309. (805) 833-2185.

872 *Professionalism in Academic Librarianship*

A survey of views toward professionalism as it relates to academic librarianship. Questionnaires were sent to librarians in the California State College System and to students in selected graduate library schools. Purpose: Practitioner and student viewpoints regarding acceptance or rejection of professionalism will be compared and reported. 1968–1972.

Dissertation, Case-Western Reserve University.

SCHEIN, EDGAR H. Professor of Organizational Psychology and Management, and Chairman, Organization Studies Group, DAVID A. KOLB Assistant Professor of Psychology and Management, LOTTE BAILYN Senior Lecturer, DIANE W. KOMMERS Research Assistant, Sloan School of Management, Massachusetts Institute of Technology. 50 Memorial Drive, Cambridge, Massachusetts 02139. (617) 864-6900, ext. 3636; and FRED STEELE Independent Consultant, 14A Chestnut Street. Boston, Massachusetts, (617) 227-1017.

873 *Prognosis on Professional Education*

The project encompasses recent literature and intensive interviewing of a sample of architects, doctors, lawyers, professors, and academic administrators, pertaining to the problems of the future of professional education, and concentrated both on people who had a particular interest in improving professional education and in making the professions more responsive to current social problems. Purpose: To analyze what is happening to the professions and to extrapolate from that what the future of professional education should be; to analyze the change process in higher education, suggest directions in which institutions might move, and offer some ideal notions of a more responsive kind of professional education in the future. July 1968–September 1972.

Book, *Professional Education: Some New Directions*, published by McGraw-Hill, March 1972.

Carnegie Commission on Higher Education.

SCHERER, PAUL L. Admissions Officer, University of California, Santa Barbara. Santa Barbara, California 93106. (805) 961-3033.

874 *Acceptance of Two-Year College Credit by Four-Year Institutions*

The Committee on Junior-Senior Relations of the American Association of Collegiate Registrars and Admissions Officers has undertaken under the coordination of Paul Scherer a 22-question survey of 944 junior and community colleges in the United States. Purpose: To determine how their credits are accepted by the four-year colleges and universities in their states, and to compare the statements of the two-year institutions with those made by state agencies and the four-year institutions as reported by Frederick C. Kintzer in *Nationwide Pilot Study on Articulation* (Topical Paper No. 15, ERIC Clearinghouse for Junior College Information, December 1970). July 1971–April 1972.

Report made at AACRAO annual meeting, Cleveland, Ohio, April 1972, and planned for publication in *College and University*.

American Association of College Registrars and Admissions Officers.

SCHIETINGER, E. F. Director of Research, Southern Regional Education Board. 130 Sixth Street, N.W., Atlanta, Georgia 30313. (404) 875-9311.

875 *Graduate Degree Production in Southern States*

Analysis of state and institutional degree production information in the South in relation to needs and national norms. Purpose: To develop guidance information for planning and directing the orderly and economical growth of graduate education in the South. Fall 1970–continuing.

Advanced Degree Output and Productivity in the South, 1965-66 and 1968-69, 1971; compendium of production indicators, 1973.

SCHIETINGER, E. F. Director of Research and DONALD J. REICHARD Research Associate, Southern Regional Education Board. 130 Sixth Street, N.W., Atlanta, Georgia 30313. (404) 875-9211.

876 *Higher Educational Financing in Southern States*

An annual analysis of statistics on higher educational finance and of state and other revenue sources applicable to higher education. Purpose: To assist in the development of information useful for solving financial problems of institutions and state systems. 1969–continuing.

Kenneth E. Quindry, *State and Local Revenue Potential 1970*, Atlanta; SREB, 1971. Annual reports planned.

877 ***Private Higher Education and State Government***

Analysis of pertinent legal facts and comparative higher educational statistics. Purpose: To provide information to assist various branches of state government and others dealing with state agencies in relation to the independent colleges. 1968–continuing.

William H. McFarlane, *State Support for Private Higher Education,* 1969; William H. McFarlane and Charles L. Wheeler, *Legal and Political Issues of State Aid for Private Higher Education,* 1971; Atlanta: SREB. Reports planned on criteria for state aid to private colleges, 1972.

SCHLESINGER, LARRY see Walter W. Sikes, 920.

SCHLEYER, MICHAEL B. Doctoral Student, Department of Education, University of California, Los Angeles. 405 Hilgard Avenue, Los Angeles, California 90024.

878 ***Influence of Catholic, Protestant, and Jewish Backgrounds on Students in College***

An empirical analysis of data from Pace and Trent's Higher Education Survey of 27,000 students in 70 institutions. Purpose: To examine the relationship between their religious background and their intellectual disposition, social awareness, receptivity to social change, and interest and participation in various aspects of the society and culture. 1971–ongoing.

Dissertation.

SCHNEIDER, JOHN M. Co-Coordinator, Doctor-Patient Relationship course, 578 Fee Hall, East, Office of Medical Education Research and Development, Michigan State University. East Lansing, Michigan 48823. (517) 353-7791.

879 ***Evaluation of Doctor-Patient Relationship Course and of Interviewing Skills***

Starting with the research on conditions for therapeutic affectiveness and utilizing a critical incidence approach and videotaped interviews, instruments to provide students with feedback on current performance in interviews as well as evaluate change in performance over the course of ten weeks are being examined. Purpose: To provide students with meaningful feedback on noncognitive performance, and examine the impact of training procedures, particularly the interpersonal recall process developed by Kagan on interviewing skills. September 1970–Summer 1973.

A report on curricular evaluation of the first year of the project. Several journal papers and possibly a paperback book are planned, plus a total report.

Commonwealth Fund.

SCHOEMER, J. R. see W. H. Bragionier, 124.

SCHOENFELDT, L. F. Associate Professor and **B. B. ANDERSON** Research Assistant, Department of Psychology, University of Georgia. Athens, Georgia 30601. (404) 542-4007.

880 ***Interinstitutional Comparison on Dimensions of Student Development***

Biographical data has proved to be an extremely potent method of gaining insight into the major dimensions of human development. However, it is becoming increasingly clear that their most powerful application is in the construction of subgroups so that the individuals within each subset all report similar previous experiences. Assuming that past behavior is the best predictor of future behavior, these subsets can be used to moderate predictions, and knowledge of the generalizability of developmental dimensions and subgroups would be of potential value in a number of situations. Purpose: To determine the extent of interinstitutional similarity with respect to the dimensions of student development and subgroups formed on these dimensions from biographical data collected from approximately 6000 students from three diverse universities. 1967–June 1972.

Journal article.

Institute of Child Health and Development.

Comparison of Two Bayesian and Two Least-Square Procedures in the Prediction of Academic Achievement, see R. W. Lissitz, 614.

SCHRADER, WILLIAM B. Senior Research Psychologist, Division of Analytical Studies and Services, Educational Testing Service. Princeton, New Jersey 08540. (609) 921-9000.

881 ***Quantitative Comparison Validity***

Nine colleges and the four service

academies were asked to administer a 30-minute Quantitative Comparison Test and the Mathematical section of the SAT. Purpose: To obtain evidence on the relative effectiveness of these two tests for predicting college grades. Validity studies are being made. To May 1972.

College Entrance Examination Board.

882 *Continuation of Cultural Deprivation Study*

Five law schools provided data on students who were considered culturally deprived in comparison to other law students on the basis of a questionnaire, using an a priori key. Analysis of covariance will compare prediction equations for the two groups in each law school. Purpose: To replicate an earlier study of "culturally deprived" students, and to determine whether the same prediction equation would be appropriate for both groups. June 1968–July 1972.

An ETS Statistical Report planned.
Law School Admission Test Council.

883 *Discriminant Function Analysis in the Prediction of Law School Performance*

This study is concerned with 1. whether two significant canonical functions are needed when students were classified into top fifth, middle three-fifths, and bottom fifth on law school grades and when two or more predictors were used, and 2. a comparison of discriminant function analysis and multiple regression in classifying students into those three groups. Purpose: To test the assumption made in conventional validity studies that the best weights for distinguishing between top and average students are the same as those for distinguishing between poor and average students. July 1969–July 1972.

An ETS Statistical Report planned.
Law School Admission Test Council.

884 *Predicting Grades for Black American Law Students*

Five law schools will be included in this study, which calls for a comparison of prediction equations for black American and white students, using analysis of covariance. Analyses will be made separately for each school. Purpose: To investigate whether the same equations can properly be applied to predicting the law school grades of both black and white applicants. June 1971–July 1972.

An ETS Statistical Report planned.
Law School Admission Test Council.

SCHRODER, HAROLD M. Director of Research, Business Division, Southern Illinois University, Edwardsville, Illinois 62025. (618) 692-2633 or (618) 462-1221, ext. 206.

885 *Information-Problem Laboratory Method*

This problem-induced learning method is being implemented to a group of 65 juniors taking core courses in an accelerated program in Business Administration. Students work problems using a new facility called an information library where data is retrieved by student inquiry. Students engage in information search and hypothesis formation in the pursuit of problems in the problem laboratory. Purpose: The program will be evaluated in terms of students' acquisition of knowledge, their ability to combine more kinds of information in forming concepts, and their ability to use multiple concepts in thought, judgment, and efficiency. September 1971–August 1972.

Mimeographed reports available from the Director. Book, follow-up on "Education for Freedom", Wiley & Sons, in press.

SCHULTZE, L. WALTER Director of Institutional Studies, State University College at Fredonia, Fredonia, New York 14603. (716) 673-3187.

886 *Personal Expenditures of Students; Transportation Patterns of Students*

These studies have been undertaken to identify the personal expenditures and the methods of transportation of three classes of students: on-campus residents; off-campus commuting students; and commuting students who live at home. Using a selected sample of male and female representatives in each category, personal expenditures by predetermined categories have been assessed as well as whether these expenditures were made in the college community of Fredonia, in the contiguous community of Dunkirk, or outside this commuting area. Purpose: To secure current information on the economic impact of students on these areas as well as provide guidelines for personal planning by incoming students; and to determine the implications of transportation patterns for the college and their economic impact on the community. January 1971–January 1972.

SCHUSTER, JOHN R. Director, Newgate

Resource Center, National Council on Crime and Deliquency. Paramus, New Jersey 07652. (201) 262-7300.

887 *Project Newgate*

A federally-funded research and demonstration program, staffed and managed by university personnel, of postsecondary education and counseling in penal institutions, and assistance and support in an educational program after participants leave incarceration. The project is operating under the sponsorship of the University of Oregon, Eastern New Mexico University, University of Minnesota, University of Kentucky, University of Pennsylvania, and University of Colorado. An evaluation of the entire project starts in January 1972. Purpose: To provide a viable role for postsecondary education as an aid in offender rehabilitation. 1967–ongoing.

"Newgate–A Way out of Wasted Years," report, 1971.

Office of Economic Opportunity; Department of Justice, Bureau of Prisons; and state matching funds.

SCHUSTER, JOSEPH H. Study Director, Universities and Nonprofit Institutions Studies Group, Division of Science Resources Studies, National Science Foundation. 1800 G Street N.W., Washington, D.C. 20550. (202) 632-4080.

888 *Graduate Student Support and Manpower Resources in Graduate Science Education, Fall 1971*

Approximately 3100 doctorate science departments of 227 institutions were asked to supply information on types and sources of financial support of full-time graduate students, number of faculty, and number of postdoctoral appointees for fall 1971. Respondent science departments account for about three-fourths of graduate science enrollment and for more than 95 percent of the science doctorates awarded in the United States. Purpose: To provide information on the sources and types of major support of full-time graduate students that is useful to everyone concerned with the financing of graduate science education. August 1971–March 1972.

A final report will be issued by the U.S. Government Printing Office about May 1972. Reports on previous years' surveys are also available from the Government Printing Office.

889 *Scientific Activities of Institutions of Higher Education, 1971*

A mail questionnaire was sent to about 2200 universities and colleges with science and engineering programs requesting data on the number of scientists and engineers employed by principal function, highest earned degree, and discipline, as of January 1971, and data on current and capital expenditures for scientific and engineering research, development, and instruction classified by principal source of funds and field for academic year 1969-70. Purpose: For use by public officials and private organizations concerned with strengthening the academic science capabilities of the nation. January–December 1971.

A final report will be published by the U.S. Government Printing Office in Spring, 1972. Reports on previous years' surveys are also available from the Government Printing Office.

Division of Science Resources Studies, National Science Foundation.

SCHWARTZ, GARY R. see James W. Selgas, 896.

SCOTT, CRAIG S. see Jim Carmody, 165, and Robert H. Fenske, 327.

890 Listing renumbered

SCOTT, ROBERT A. Associate Dean, College of Arts and Sciences, 137 Goldwin Smith Hall, Cornell University. Ithaca, New York 14850. (607) 256-4833.

891 *A Statewide Open Admissions Information and Processing System*

A review of the literature and direct inquiries about open admissions and current computer-assisted admissions systems. Purpose: To conceive and develop a three-stage program for the state of Hawaii that will provide an easy-access state-wide admissions system for students, provide information in new formats for better counseling about educational opportunities and placement, and provide administrators with information for future planning. Stage I is being prepared for implementation now. State III will be operable within five years if funding permits. July–December 1971.

Report, "Public Higher Education in Hawaii: How to Enroll," available. A paperback booklet published by the University of Hawaii is planned.

University of Hawaii.

SCOTT-MARTIN, MICHAEL Associate Professor, ZENON F. ZANNETOS Professor,

JOHN F. ROCKART Associate Professor and **GERALD WILCOX**, Sloan School of Management, Massachusetts Institute of Technology. 50 Memorial Drive, Cambridge, Massachusetts 02139. (617) 864-6900, ext. 3372 (Scott-Martin), 7164 (Zannetos).

892 *Associative Learning*

Traditional computer-based instruction has been generally limited to routine sequential learning. The Associative Learning Project has developed a computer-based support system. Purpose: To permit students far greater control and initiative interacting with the computer than in traditional computer-based instruction, by permitting him to inquire, for example, about relationships among variables that the computer can determine but that have not been pre-programmed.

Manuscript to be published, 1972.

Carnegie Commission and Ford Foundation.

SEAGREN, C. DONALD Associate Registrar, 113 Clark Hall, Indiana University of Pennsylvania. Indiana, Pennsylvania 15701. (412) 357-2217.

893 *Faculty Differences in Perceived Institutional Functioning and Responsiveness to Change*

This study deals with the responses of different types of faculty at three small four-year colleges, to determine relationships between faculty types and institutions as independent variables, and their perceptions of their institution's functioning characteristics and institution's response to student pressure for internal change as dependent variables. Three instruments are employed: the Faculty Typology and Student Pressures for Institutional Response instruments of Herbert Aurbach and Hans Flexner, and the Institutional Functioning Inventory of ETS. Purpose: To identify the perceptions and attitudes of different types of faculty toward institutional functioning and institutional response to student pressures for change, and to identify factors that influence the kinds and degrees of student pressures, and the variations of institutional response to these pressures as perceived by faculty. September 1970–April 1972.

SEASHORE, CHARLES see Walter W. Sikes, 920.

SEELY, WILLIAM B. Lieutenant Colonel and **DANIEL R. ILGEN** Office of Military Psychology and Leadership, United States Military Academy. West Point, New York 10996.

894 *Expectation and Its Effect on New Cadets' Performance*

In a replication of a previous study, revised editions of "The Challenge," a booklet designed to create realistic expectations about life at West Point, was sent to a 20 percent sample of the Class of 1975. An evaluation of its effect will be undertaken in one year's time. Purpose: To determine whether this sort of preparation will enhance the possibility that prospective candidates will report to New Cadet Barracks and reduce the likelihood of resignation during the first year. 1972.

SÉGUIN, SERGE see Guy Stringer, 973.

SELDEN, WILLIAM K. Director, Study of Accreditation of Selected Health Educational Programs. Suite 300, One Dupont Circle, Washington, D.C. 20036. (202) 659-3363.

895 *Accreditation of Selected Health Educational Programs*

With the multiplication of health occupations, many of these occupational groups are aspiring to professional status and to undertaking accreditation. To resolve some of the pressures and problems of accreditation within the health professions on a cooperative basis, this study is developing recommendations regarding the accountability, structure, expansion, and financing of accreditation, research on accreditation, and the relationship of accreditation to licensure and registration within the health professions and services, with particular attention to the professions whose programs of accreditation are presently subject to final review of the council on Medical Education of the American Medical Association. Questionnaires are being completed by the accrediting agencies and by a sampling of institutions, and a broad-based independent commission will be responsible for final recommendations concerning changes in the structure, process, financing, and research bases of accreditation in the health professions. Purpose: To promote collaboration between professional associations in allied health and educational institutions in an effort to create a new system of accreditation that will make possible a coherent, flexible, and rational approach to manpower development in the public interest. October 1970–June 1972.

Descriptive statements and working papers available; monograph planned during 1972.

Commonwealth Fund, $242,985. Co-sponsors: Council on Medical Education, American Medical Association; Association of Schools of Allied Health Professions; and National Commission on Accrediting.

SELGAS, JAMES W. Director, Research and Community Resources and colleagues, Harrisburg Area Community College. 3300 Cameron Street Road, Harrisburg, Pennsylvania 17110. (717) 236-9533.

896 *Instructional Experimentation*

Among research in teaching being conducted by instructors at Harrisburg Area Community College in cooperation with the Research and Community Resources office are the following: 1. Pre- and post-tests of the McGraw-Hill Basic Skills System are given to the students enrolled in developmental math, developmental writing, developmental reading, and study skills orientation, and the MHBSS instructional materials were used in varying degrees in all of the developmental sections except math. Purpose: To determine if the tests can serve as a placement device for students with a questionable background in math and English and if the MHBSS materials can serve as the main mode of instruction or as a supplement. August 1971–May 1973. 2. Westinghouse Learning Press Individualized Psychology materials are being used to instruct three sections of an introductory psychology course while a fourth section is taught by traditional methods. The control and experimental sections will be compared based on the results of a common final. Purpose: The individualized materials are being used in an attempt to allow for a flexible studying routine and to relieve some of the pressure of a typical class. August 1971–June 1972. 3. Two experimental and two control sections of General Psychology are taught in a similar traditional manner, but the two experimental sections participate in an additional lab session in which each student works individually with a behavioral manager in a precision teaching situation, where grading is dependent on precise reading of the text. The lab grade is 50 percent of the final grade. Both control and experimental sections will receive a common final. August 1971–June 1972. 4. One section of Introduction to Sociology is being taught by a combination of two instructors interacting among themselves and their students. Each instructor also teaches an additional section of sociology as controls. Common examinations are given to all three sections. Attitudinal measurements are also being given to all three sections. Purpose: To determine if a combination of personalities as authority figures causes more learning of concepts, and to determine the effect of a team of instructors on the attitudes of students regarding poverty, race, culture, etc. August 1971–June 1972. 5. Two sections of Principles of Accounting are being instructed through the use of multi-media consisting of slides and tapes that are based on behavioral objectives. Along with the media, each student receives a list of objectives for each session. Two control sections take the same examinations. August 1971–June 1972.

Summaries will be included in internal annual report on instructional research.

SELLS, LUCY W. Graduate Student, Department of Sociology, University of California, Berkeley. 1181 Euclid Avenue, Berkeley, California 94708. (415) 524-0397.

897 *Disciplinary and Sex Differences in Doctoral Completion*

Secondary analysis of the data on graduate students gathered by the Carnegie Commission will be undertaken and doctoral candidates on the University of California, Berkeley, campus will be interviewed. Purpose: To account for the fact of high levels of doctoral completion among male doctoral candidates and in such fields as physics, chemistry, and psychology—as compared to females and such fields as English, history, and political science. 1971–1973.

Ph.D. dissertation planned.

898 *Bibliography of Current Research on Sex Roles*

The Research Committee of Sociologists for Women in Society is gathering references for the second edition of this bibliography, with a deadline of July 1, 1972, for inclusion of references and September 1 for distribution. References are welcomed, preferably on a 5" x 8" card, on both recently completed and current studies.

First bibliography, "Current Research on Sex Roles," August 1971; available for $2, nonstudents, and $[illegible], students. Charge for the second edition will depend on its size and publication costs.

SELTZER, MILDRED Professor of Sociology, Miami University. Oxford, Ohio 45056. (513) 529-2628.

899 *Contemporary College Women View Their Position*

Interview and a questionnaire survey of a sample of undergraduate women and all women in the Ph.D. program at Miami's campuses. Purpose: To compare their role expectations with those from Mirra Komarovski's 1946 and 1953 studies on the cultural contradictions in the roles of college women. One hypothesis is that freshmen, main campus women, and Ph.D. students will hold more secular and less traditional role expectations than women from the other classes or from the branch campuses. (Wayne State University and State University of New York College at Potsdam may also participate.) Winter 1971–Summer 1972.

Mimeographed report and article for professional journal planned.

SEPE, TOM see John J. Connolly, 217.

SETON, Sister MARGARET Coordinator of Grants and Research, and Assistant Professor of Education, Marillac College. 7804 Natural Bridge, St. Louis, Missouri 63121. (314) 385-8400, ext. 54.

900 *Longitudinal Study of Women Religious Graduates from Marillac College, 1959-1970*

A descriptive study, continuing with each new class, using 55 categories of information from admission through graduation extracted from college records and questionnaires. No other study has dealt with this large number of women religious graduates (758 so far) in this detail. Purpose: To establish a data bank for institutional purposes, especially for long-range fiscal and enrollment plans.

Possible publication by the Center for Applied Research in the Apostolate.

SEWELL, WILLIAM H. Vilas Research Professor, Department of Sociology, (608) 262-2921; and **ARCHIBALD O. HALLER** Professor and Chairman, Department of Rural Sociology, Rural Sociological Research Laboratory. 617 WARF Office Building, 610 Walnut Street, (608) 263-2980; and **ROBERT M. HAUSER** Associate Professor of Sociology, (608) 262-2923; University of Wisconsin. Madison, Wisconsin 53706.

901 *Factors in Educational Aspiration and Achievement*

A longitudinal investigation of the social and psychological factors related to differences in the educational and occupational aspirations and achievements of youth by mapping the social class differences of about 9000 Wisconsin high school seniors seven years after graduation. Linear causal models will be developed and tested on several subsamples. Migration patterns will be examined and related to social mobility. 1963–ongoing.

W. H. Sewell, "Inequality of Opportunity for Higher Education," *American Sociological Review* 36 (October, 1971) 793-813; R. M. Garson, A. O. Haller, and W. H. Sewell, *Attitudes and Facilitation in Status Attainment*, Arnold Rose Monograph Series, planned for 1972, 69 pp. A book-length manuscript planned for completion July 1972.

National Institute for Mental Health, $32,341.

SEYFERT, WARREN National Association of Secondary School Principals. 1201 Sixteenth Street N.W., Washington, D.C. 20036. (202) 833-4204.

902 *Rank-in-Class Practices and Policies in School/College Communications*

By questionnaire all members of the American Association of Collegiate Registrars and Admissions Officers have been asked to indicate the uses, if any, their institutions make of rank-in-class and their choices among certain options in this regard. About a thousand secondary schools, both public and nonpublic, throughout the United States also have been asked to describe their practices and their problems with rank-in-class and the preferences they have. A limited amount of fact-to-face interviewing also is being undertaken. Purpose: To develop guidelines for secondary schools and colleges for improving (and, conceivably, changing) their uses of this statistic in light of changes that are taking place in evaluation and college admissions requirements and procedures. As a cooperative activity of National Association of Secondary School Principals and American Association of Collegiate Registrars and Admissions Officers, the investigation will result in recommendations that presumably will be sponsored by both organizations or, at least, by their counterpart committees on school/college relations. Spring 1971–June 1972.

Report planned for publication in a Fall 1972 issue of the NASSP *Bulletin*. Reprints will be available from NASSP.

National Association of Secondary School Principals with assistance of American Association of Collegiate Registrars and Admissions Officers.

SHARAWY, MOHAMED Assistant Professor for Anatomy and **CARL O. DAVIS** Director of Evaluation, Medical College of Georgia, School of Dentistry, AD108. Augusta, Georgia 30902. (404) 724-7111, ext. 8611.

903 *Histological Tissue Recognition for Dental Students*

Control group learned tissue recognition by conventional microscopic examination. Experimental group used slides and projector rather than microscope. Specimen recognition and written objective tests were used to compare results. September 1971–January 1972.

Article planned for *Journal of Dental Education*, 1972.

SHARON, AMIEL T. Research Psychologist, Measurements Systems, Developmental Research, Educational Testing Service. Princeton, New Jersey 08540. (609) 921-9000.

904 *English Proficiency, Verbal Aptitude, and Foreign Student Success in Graduate School*

Scores of foreign graduate students on the Graduate Record Examination Aptitude Tests and the Test of English as a Foreign Language were combined through multiple regression to predict grade-point average. The hypothesis that students scoring high on TOEFL would be more predictable by GRE-Verbal than those scoring low was only partially supported. The results suggest that foreign students with low English verbal aptitude can succeed in American graduate schools, and point to limitations in grade-point averages as a criterion of foreign student success in graduate school. To 1971.

Report, RB-71-50, published September 1971.

College Entrance Examination Board.

Income Study, see Dwight Horch, 464.

A Survey of Previous CLEP Examinees, see Patricia L. Casserly, 174.

SHEEHAN, BERNARD S. Director, Office of Institutional Research, The University of Calgary. Calgary 44, Alberta. (403) 284-2438.

905 *Federal Government Support of University Research and Graduate Students, 1966-1970*

Personal interviews of senior people in Canadian government departments, research councils, Statistics Canada, provincial governments, and university systems and universities were conducted. Purpose: To prepare one of several background studies for the Peitchinis Report, "Financing Postsecondary Education in Canada." August 1970–early 1972.

A paperback book planned.

Council of Ministers of Education.

University of Calgary Cost Study, see M. G. Michaels, 704.

SHELL, KARL Associate Professor, Department of Economics, University of Pennsylvania. 3718 Locust Street, Philadelphia, Pennsylvania 19104. (215) 594-7749.

906 *Sensitivity and Stability Analysis of Various Contingent Schemes for Repayment to Higher Education (Educational Opportunity Bank, PAYE, and Deferred Payment Plans)*

Tests of the variance of these financial repayment plans and their sensitivity to disturbance, and monitoring the pilot repayment projects in existence around the country, such as those at Yale and Duke. Purpose: To develop stable systems of repayment. June 1971–December 1972.

U.S. Department of Health, Education and Welfare.

SHERMAN, CHARLES D., Jr. Director, Cancer Teaching Project, University of Rochester. 260 Crittenden Boulevard, Rochester, New York 14642. (716) 275-2739.

907 *Usefulness of Programmed Texts in Medical Education and Continuing Education of the Practicing Physician*

Attitudes Which Influence the Care of the Cancer Patient

A set of six programmed texts has been developed covering issues thought to be of clinical importance in the care of the cancer patient, and their usefulness in undergraduate and graduate medical education is being evaluated. Feedback mechanisms for evaluating their educational effectiveness and improving subsequent revisions of the text are being designed. Purpose: The working hypotheses are that the affective domain plays as great a role, if not greater, as the cognitive domain in the education of the physician who will render top-notch cancer care, that these attitudes can be defined and measured, and that, ultimately, educational experiences can be designed to bring about the desired end result. Methodology to test the validity of these interlocking hypotheses and the implications attached to them is being developed. June 1963–1975 or 1976.

Final report to the government. C.D. Sherman, Jr. and C.W. Williams, "Student Attitudes toward Cancer of the Breast," condensed version to be published in *Ca: A Cancer Journal for Clinicians*, American Cancer Society, Inc., New York; William R. Johnson and C.D. Sherman, Jr., "Medical Students' Attitudes toward Cancer: The Result of a Limited Study"; James A. DeNio, *Attitudes of Medical Students and Physicians towards Cancer Obtained with a Behaviorally Defined Instrument*, dissertation, University of Rochester, 1969; C.D. Sherman, Jr., James N. DeNio, and William R. Johnson, "The Measurement of Attitudes toward Cancer Exhibited by Medical Students"; M.L. Fass and C.D. Sherman, Jr., "Self-Instruction for the Medical Student: Developments in Cancer Teaching," *NSPI Journal*, 8 (January 1968) 5-10; and William R. Johnson, James DeNio, and C.D. Sherman, Jr., "Use of Experimental Design in Programmed Instruction," paper presented at the Eighth Annual Conference of the National Society for Programmed Instruction, Anaheim, California, May, 1970. Revisions of texts currently underway.

SHERMAN, ROBERT Associate Professor of Sociology, Miami University. Oxford, Ohio 45056. (513) 529-2628.

908 *A Sexual Census on a Contemporary College Campus*

Replicating a 1963 study by the same author, 1000 students—mostly sociology majors—responded to questions on their sexual status: extent, kind, and number of experiences; dating; masturbation; homosexuality; marital status; birth control; campus residential status; and knowledge of campus cultural norms on sexual involvement. Results indicate that attitudes are more liberal than in 1963 and that two-thirds of the males and 45 percent of the females are nonvirgins, the majority of whom lost their virginity during the college years, although not necessarily at college. Purpose: To describe existing behavior and determine changes from 1963 to 1971. September–December 1971.

Articles for professional journals planned.

SHGATS, PAUL H. see James A. Farmer, Jr., 314.

SHIREY, WARREN W. Registrar and Director of Records and Admissions, Indiana University. Bloomington, Indiana 47401. (812) 3[illegible]7-4061.

909 *Retention of Paper Records in Admissions and Registrars Offices*

Revise retention schedule originally published in *Retention of Records* (AACRAO, 1960) and determine if any school has a comprehensive and published policy regarding retention and destruction of records, and mail to member institutions asking for policies. Purpose: To assist registrars and admissions officers in developing standards and policies for records retention. January–May 1972.

Separate AACRAO publication or publication in *College and University* planned.

American Association of Collegiate Registrars and Admissions Officers (AACRAO), $625.

SHLENSKY, BERT Assistant Professor, School of Business Administration, The University of Wisconsin—Milwaukee. Milwaukee, Wisconsin 53201. (414) 228-4235.

910 *Determinants of Turnover in NAB-JOBS Programs to Employ the Disadvantaged*

Six federally-funded training programs for the disadvantaged were investigated via wage and demographic information on trainees, case studies of companies through interviews, and interviews with a sample of retentions and separations from these companies. Turnover was found to be highly related to wage and individual variables, with males, youth, and blacks having significantly high turnover. Completed 1971.

Dissertation, Massachusetts Institute of Technology, September 1971.

SHORT, EDMUND Associate Professor of Education and **TERRANCE CLEMENT** Doctoral Student, College of Education, University of Toledo. Toledo, Ohio 43606. (419) 474-8792.

911 *Utilization of Curricular Knowledge by Curriculum Specialists*

An exploratory survey questionnaire was sent to 400 Ohio public school personnel with curricular responsibilities. Responses yielded the amount and type of their curricular knowledge and on how much of what is known is used. Purpose: To develop implications about graduate school preparation for such positions and to improve these graduate programs. September 1971–June 1972.

No publications planned pending further study.

SHRIBERG, ART Dean of Students, New York Institute of Technology. Wheatley Road, Old Westbury, New York 11568. (516) 626-3400, ext. 278.

912 *The Interpersonal Environment: Residents of the International Dormitory*

A random sampling of the residents of International House, New York City, were given a structured instrument, parts of a standardized instrument, and were also observed in their social setting. Purpose: To describe the interpersonal environments of the residents, i.e., how much time they spend with whom and how much importance they attach to these associations. 1970–April 1972.

Dissertation. Articles summarizing the results in student personnel journals.

SHULMAN, CAROL HERRNSTADT Research Associate, ERIC Clearinghouse on Higher Education. Suite 630, One Dupont Circle, Washington, D.C. 20036. (202) 296-2597.

913 *State Financial Aid to Private Colleges*

A survey of the research and literature, to be published in "Research Currents"–a four-page report appearing in *College and University Bulletin*, the newsletter of the American Association for Higher Education, for May 1972.

U.S. Office of Education and W.K. Kellogg Foundation.

914 *Legal Issues and Student Rights*

A survey of developments, trends, research, and literature, to be published as a report by the ERIC Clearinghouse on Higher Education in April 1972.

U.S. Office of Education.

915 *Collective Bargaining*

A review and annotated bibliography of recent legal and campus developments in collective negotiations for college faculty and in unionization of academics, to be published by the ERIC Clearinghouse on Higher Education, December 1971.

U.S. Office of Education.

SHULMAN, LAWRENCE Associate Professor, School of Social Work, McGill University. Montreal, Quebec. (514) 392-5436.

916 *The Relationship Between Group Work Skill and University Instructor Effectiveness*

Instruments are being tested for the observation and categorization of instructor intervention and class group interaction, and for the obtaining of criterion measures related to student evaluation of class effectiveness, instructor effectiveness, class enjoyment, attitude towards subject area, and amount of independent study. A category observation system based upon the Flanders Interaction Analysis approach is being used to determine the nature of instructional treatments. A student rating form is completed by students participating in observed classes and a random sample of students will be interviewed. Purpose: These instruments will be used to test the hypothesis that increased use of group work skills will positively affect the criterion measures. Faculty members participating in the study are presently taking a workshop course in the use of group methods in classroom instruction to increase the appearance of certain "rate" interventions. January 1970–June 1972.

McGill University Educational Development Fund.

SHULTZ, JAMES and PHILIP WINSTEAD Senior College Program, National Laboratory for Higher Education. Mutual Plaza, Durham, North Carolina 27701. (919) 688-8057.

917 *The Educational Development Officer*

Literature on organizational change and development was reviewed and structured interviews were held with 31 administrators and educators, indicating a need for Educational Development Officers in colleges and universities who can keep abreast of educational innovations and introduce to their campus those which are appropriate. This project examines the theoretical basis for the Educational Development Officer, defines his role and responsibilities, examines the background and training required, and suggests a plan for introducing the EDO onto the campus. Eight colleges collaborating with the National Laboratory have appointed such officers and they are being trained by the Laboratory. Purpose: To enable institutions to build administrative and organizational systems with the capacity for "self-renewal" through planned change. Ongoing.

"The Educational Development Officer: A Catalyst for Change in Higher Education," working paper, 1971. A revised version is planned for publication as a research monograph.

U.S. Office of Education.

SHURLEY, DONNA Dental Assistant Instructor and **CARL O. DAVIS** Director of Evaluation, Medical College of Georgia, School of Dentistry, AD108. Augusta, Georgia 30902. (404) 724-7111, ext. 8611.

918 *Use of a Nonthreatening Final Examination in Dental Assistant Education*

Weekly mastery tests are administered to class members. Prescribed performance assures passing letter grade. Student has option to take achievement final to raise grade. Grade cannot be lowered, regardless of score. Achievement will be compared with control group where final contributed 50 percent to final grade. Purpose: To determine the effect of nonthreatening final examination on student achievement. August 1971–May 1971.

Article planned, *Journal of American Dental Assistants Association*, 1972.

SIEBER, SAM D. Senior Research Associate, Bureau of Applied Social Research, Columbia University. 605 West 115th Street, New York, New York 10025. (212) 280-4020.

919 *Evaluation of the "Pilot State Diffusion Program" of Information Retrieval for Educators through the Use of Field Agents*

The United States Office of Education has adapted the "extension agent" concept from agriculture and has established experimental programs in Oregon, South Carolina, and Utah whereby "field agents" of the state's department of education live in the areas they serve, travel from school to school, and relay requests for information and assistance to the department and the Office, with turn-around time planned at one week. Columbia's Bureau of Applied Social Research is evaluating this program before the Office of Education moves to national implementation. The Bureau has had field observers in the field observing the field agents in operation and assessing their acceptance within schools, their understanding of problems and research, and the utility of their assistance. Purpose: To provide "formative evaluation"—useful to the improvement of the program—rather than merely "summative" evaluation at its conclusion. Fall 1970–September 1972.

"Problems in Information Retrieval Based on Materials from the Pilot State Program" and other reports are being published serially by the Bureau during the project for use by the states, the Office of Education, and interested individuals. A final report will be prepared for the U.S. Office of Education.

Division of Practice Improvement, U.S. Office of Education.

SIKES, WALTER W. Director, Programs for Higher Education, National Training Laboratories Institute for Applied Behavioral Science (associated with the National Education Association). 1201 Sixteenth Street N.W., Washington, D.C. 20036. (202) 223-9400; with **LARRY SCHLESINGER** and **CHARLES SEASHORE**.

920 *Training Teams for Campus Change*

The National Training Laboratories Institute and six institutions of higher education are collaborating on creating action-research teams and documenting and evaluating their outcomes. The teams, which include faculty, students, and administrators, work to affect their institution's change process through goal-setting, diagnosis, design of action steps, evaluation, and design of further actions specifically dealing with grading, student participation in decisionmaking, student volunteer operated HELP centers, instruction, institutional self-study, curriculum and teaching methods. Purpose: To examine the use of action-research teams as a method of producing change on college campuses. June 1971–June 1974.

"Notes for Campus Action-Research Teams," mimeographed report, October 1970. Monograph planned, Fall 1972.

National Institute for Mental Health, $65,048.

SKUBAL, JACQUELINE M. see John William Ridge, 836.

SLATER, EDDY, CLAUDE MORENCY, ROMAIN ROUSSEAU, and MARIO GARON, Faculte des Sciences de l'Education. Universite Laval, Quebec 10, Quebec. (514) 656-2859.

921 *Enquete sur les Refus et Desistements d'Admission a l'Universite Laval*

Research on Those Refused Admission and Those Declining Admission to the University of Laval

Les objectifs sont de determiner les changements, la nature des changements dans la planification de la carriere chez les individus refuses a l'admission a l'Universite Laval, de degager les modalites d'insertion du refus dans le deroulement de la carriere, et les motifs de desistement suite a une offre d'admission. L'etude se poursuit sous la forme de relance. Suite a un pre-test, un questionnaire fut expedie aux 2776 candidats ayant postule une demande d'admission en septembre 1970 a l'Universite Laval. Les resultats de la revue de la litterature, l'analyse d'entrevues individuelles et les considerations theoriques sur le developpement vocationnel ont preside a l'elaboration de l'enquete. Septembre 1970–Septembre 1972.

922 *Les Antecedents et Certaines Etapes de la Carriere du Personnel Pedagogique qui se Destine aux Divers Niveaux Scolaires*

Antecedents and Particular Stages in the Careers of Teachers in the Various Scholarly Levels

Les objectifs de l'etude sont de degager le nombre d'etudiants inscrits a Laval qui anticipent faire carriere aux divers niveaux d'enseignement ou faire carriere dans les domaines de l'education, de degager les indices de la qualite du choix professionnel, de degager les elements antecedents au choix, les elements de satisfaction personnelle et le cheminement de carriere anticipe. Un questionnaire base sur les considerations theoriques de Tiedeman et O'Hara fut expedie par la poste aux etudiants reguliers. Le questionnaire degage des donnees concernant les antecedents, les elements relies a la poursuite d'etudes a Laval et les caracteristiques de satisfaction personnelle anticipees. Cinq protocoles de codification sont en voie d'elaboration. Mars 1971–Printemps 1972.

SMALL, JAMES M. Department of Educational Administration. University of Alberta, Edmonton, Alberta. (403) 432-5241.

923 *Development of the Alberta System of Public College Coordination*

A critical analysis of minutes, reports, and related documents, and interviews with educational and political leaders who were involved in or affected by the system of coordination in Alberta. Purpose: To identify events and decisions having system-wide implications, evaluate outcomes and merits of decisions, and provide insight for future planning. August 1971–June 1972.

College Administration Project Report.

SMART, JOHN C. Director of Institutional Research, Office of Institutional Research, Glassboro State College. Glassboro, New Jersey 08028. (609) 445-5203.

924 *Personality Characteristics of Minority and Modal Students*

Using the California Personality Inventory on all freshmen at Glassboro, discriminate analysis was run between the disadvantaged students (those who enrolled without meeting the usual entrance requirements) and other students; and among black, Puerto Rican, and white disadvantaged students. Purpose: To provide objective data to the faculty and administration regarding students. Fall–December 1971.

Internal report and journal article planned.

925 *Academic Motivational Factors of Part-Time College Students*

The 47-item questionnaire developed by Roger Boshier of the University of Aukland, New Zealand (reported in *Adult Education*, 21:2 (Winter, 1971) 3-26) regarding the motivation of students to seek continued education was administered to part-time students in extension courses of Glassboro State College and the results factor analyzed. Purpose: To determine the factors that encourage students to take courses on a part-time basis. Fall–December 1971.

Internal report and journal article planned.

926 *The Crisis of Purpose: Opinions of Institutional Goals and Functions*

A survey of faculty members, administrators and students at Glassboro State College using the Institutional Functioning Inventory and the Gross and Grambsch questionnaire on goals of American higher education. In addition, incoming freshmen were asked to indicate their preferences to the preferred goals in the Gross and Grambsch questionnaire and their responses are being correlated with their scores on the California Psychological Inventory. Purpose: To explore the similarity between responses of faculty members, students, and administrators to the goals and operations of the college; investigate the similarity of responses obtained from faculty members and administrators at Glassboro to those obtained from their colleagues at universities as reported in Gross and Grambsch; to determine the relationship between the preferred college goals of Glassboro freshmen and their personality characteristics as measured by the California Psychological Inventory. Fall 1971–February 1972.

Internal reports and journal articles planned.

SMEDLEY, ROBERT R. Graduate Assistant, Center for the Study of Higher Education, The Pennsylvania State University. 4A Willard Building, State College, Pennsylvania 16802. (814) 865-8366.

927 *The Pennsylvania State University College of Agriculture, 1945-1970*

A case study of the reciprocal relationship between a land-grant college of agriculture and the agricultural industry, exploring the principal adjustments made by the Pennsylvania State University College of Agriculture from 1945 to 1970. Purpose: To meet modern agriculture's challenge to research, education and service. September 1971–June 1972.

Dissertation planned.

SMITH, BARDWELL L. Dean of the College, Carleton College. Northfield, Minnesota 55057. (507) 6454431.

928 *The History, Practice, and Future of Tenure in Higher Education*

A projected volume of ten to twelve essays by as many contributers on the subject of academic tenure in higher education, ranging from objective analyses to defenses and critiques. The volume is expected to include an historical essay; a description of the present profile of tenure policies and practices; descriptive essays of various related practices such as collective bargaining, the emergence of statewide faculty senates, internal political developments within different types of institutions, and the re-emphasis upon teaching; and interpretive and evaluative essays of a supportive or critical sort. Purpose: To deal with the central issues relating to the [illegible] system. May 1971–January 1972.

A book planned for publication by Harvard University Press, Fall 1972.

SMITH, DONOVAN E. Specialist in Physical Planning, Office of Analytical Studies, Office of Vice President–Planning, 247 University Hall, University of California, Berkeley, California 94720. (415) 642-1383.

929 *Facilities Analysis Model–Mark VI (FAMSIX)*

Modularization and improvement of the California Coordinating Council for Higher Education's Facilities Analysis Model through creation of a FAMSIX module to replace that part of CCHE-FAM which simulates the formation and scheduling of classes, and which compares the resulting classroom and class-lab requirements with the inventory of existing facilities to determine the numbers and sizes of required additional classrooms and class labs, including related service facilities. FAMSIX is being designed to accept, as input, the numbers of weekly student-hours by disciplines, course levels, and class types which FAM generates by applying a correspondingly detailed induced-course-load matrix to projected enrollments by student levels and majors. FAMSIX's output, including numbers of weekly class-hours by disciplines, course levels, and class types on which to base the computation of instructional staff requirements, is intended to serve as input for the remaining parts of FAM. Purpose: To increase the realism of FAM's simulation by randomizing such elements as the class-size distribution of the induced weekly student-hours in each class type of each course level in each discipline, with mean distributions and variances derived from eight years' data; generating and scheduling integral numbers of classes; and making class size a function of the number of classes scheduled in each hour of each day, with that functional relationship based on regression analysis of eight years' data, and to increase the usefulness of FAM by simplifying the revision of input data, including the class-schedule parameters, so that it will be practical to use FAM to simulate a variety of "what if" class schedules, and to compute the associated operating and capital costs; and reducing the core requirements from the 400k of FAM's original design. July 1971–January 1972.

No provision for formal publication other than a brief report to the Coordinating Council describing FAMSIX and its relationships to FAM and summarizing the test results with data of one campus. Inquiries are welcome.

Vice President—Planning, University of California, and Coordinating Council for Higher Education.

SMITH, GEORGE F. Chairman of Music Department, Cameron College. Lawton, Oklahoma 73501. (405) 248-2200, ext. 62 or 69.

930 *Effectiveness of Music Appreciation Courses*

A listening test was administered both before and after music appreciation courses to a sample of 473 undergraduates majoring in fields other than music at eight institutions. Purpose: To determine whether a course in music appreciation increases the listening sensitivity of students to musical form and style in music unfamiliar to them. It was concluded that music appreciation courses have a significantly positive effect on some students, but that most students show only a little progress.

Dissertation.

U.S. Office of Education and Southeastern State College, Durant, Oklahoma.

SMITH, HAYDEN W. see Council for Financial Aid to Education, 231-233.

SMITH, HERBERT F. Department of English, University of Victoria. Victoria, British Columbia. (604) 477-6911.

931 *Comparison of Teaching Internship with Teaching Assistantship Programs in English Program, Department of English, University of Victoria*

An alternative to teaching assistantship programs is being provided in the Teaching Internship Program, Department of English, University of Victoria, through guided, limited contact with teaching by young graduate students combined with a workshop seminar given for academic credit. The program is being evaluated by subjective analysis randomly selected by interns, supervisers, and students, objective examinations given to intern classes and control classes, and ongoing comparison of academic careers of students involved in internship program. Purpose: To provide an alternative to teaching assistantships. September 1971—May 1973.

University of Victoria, Victoria, British Columbia.

SMITH, JOHN THOMAS, Jr. Associate Registrar and Instructor in Educational Psychology, University of Pittsburgh. Pittsburgh, Pennsylvania 15213. (412) 621-3500, ext. 6535.

932 *Techniques for Analyzing Student Perceptions of the College Presidency or Deanship*

Development of a technique of analysis which would enable an examiner to record and analyze students' perceptions of the current and desired enactment of the functions of the college president or the academic dean. Purpose: To suggest specific statistical techniques to assess significant differences between current and desired levels and significant intergroup differences for either level. March—December 1971.

Dissertation and a possible journal article planned.

SMITH, STANLEY V. Survey Director, Library Surveys Branch, National Center for Educational Statistics, U.S. Office of Education. 400 Maryland Avenue S.W., Washington, D.C. 20202. (202) 963-4587.

933 *College and University Libraries, 1971*

Periodic survey (OE Number 2300-5), through HEGIS IV and in HEGIS VI, of all institutions of higher education eligible for listing in *Education Directory: Higher Education.* Covers size of library collections, additions during the year, number of staff positions, salary expenditures and hourly wages, 1970-71 operating expenditures and 1971-72 budget, funds received for services to external clientele, participation in inter-library cooperation and community outreach, and the administration of audio-visual and other nonprint collections. Purpose: To acquire and disseminate more meaningful statistical quantities on the operation of higher education, and to bring consistency and compatibility to data on higher education. Mailed out Summer 1971—due back October 1971. To be repeated in 1973 as part of planned Library General Information Survey (LIGIS).

Publication expected.

SMITH, VIRGINIA B. Associate Director, Carnegie Commission on Higher Education. 1947 Center Street, Berkeley, California 94704. (415) 849-4474.

934 *Proprietary Schools*

The study will attempt to provide estimates of the number of proprietary institutions and students enrolled in them, and information on governance and funding patterns. Purpose: Through an institutional survey, an effort will be made to identify major changes in the last decade in these schools as compared with major changes in colleges and universities. Ongoing.

935 *National Assessments*

A study of the major national studies of higher education beginning with the Commission appointed by President Truman in 1946. Purpose: Methods, recommendations and impacts of the various commissions will be considered and compared. Ongoing.

SMITH, WILLIAM N. Director, Office of Planning in Higher Education, New York State Education Department. 99 Washington Avenue, Twin Towers Building–Suite 1923, Albany, New York 12210. (518) 474-3310.

936 *Higher Education Planning Statistics, 1972*

A compilation of three years (1969-1971) of historical data on the enrollment, finances, facilities, libraries, institutional characteristics, faculty, degrees, admissions, and programs of institutions of higher education in New York State, based primarily on HEGIS and Higher Education Data System of New York State. Purpose: Projections in the Regents' 1972 Statewide Plan will be based on these data. September 1971–November 1972.

Several duplicated volumes planned.

SMITH, WILSON Professor, Department of History, University of California, Davis. Davis, California 95616. (916) 752-1642.

937 *Princeton People: The Control and Influence of Higher Learning in Young America, 1800-1825*

Data are being gathered from libraries, correspondence, minutes, annual reports and statistical career tabulations on alumni, trustees, and administrative officers of the College of New Jersey and of the Princeton Theological Seminary regarding the network of personal and organizational relationships. Purpose: To determine how the communities of college and church helped to form secular concepts of learning, adolescence and manhood, professional preparation, civic order, responsibility, and respectability; to describe the kind of control and style prevalent in college boards then and now; to measure and compare the geographical reach of the College and the Seminary with other select institutions in the South and West; and to describe interrelationships among the building of Presbyterianism, the beginnings of 19th century voluntary associations, the growth of professionalism, and the institutional development of higher education. To 1975.

Educational Theories in Early America, in the Bobbs-Merrill *American Heritage Series*, L. Levy, (Ed.). Book of readings with introductory essays in press. Volume planned for 1975.

Assistance from Social Science Research Council.

SNYDER, FRED A. Director, Research and Planning, Virginia Department of Community Colleges. 911 East Broad Street, P.O. Box 1558, Richmond, Virginia 23212. (703) 770-2231.

938 *Follow-up of Former Students in Occupational-Technical Programs at Virginia Community Colleges*

Student records and a questionnaire regarding post-college activities of 4800 graduates and a stratified sample of nongraduates possibly supplemented with personal interviews. Purpose: To relate their employment to their characteristics and programs; provide insight into student flow patterns; and compare these findings to traditional concepts of personal and career development. 1971–ongoing.

Several monographs planned.

SOCKLOFF, ALAN O. Director of Psychometric Research, Measurement and Research Center, Temple University. Philadelphia, Pennsylvania 18974. (215) 787-8611.

939 *Dimensions of Change from Freshman to Sophomore Year*

Raw and residual change scores by Temple University students on the College Student Questionnaire were factor analyzed. Purpose: To see what changes occurred and to determine the most meaningful method of measuring these changes. 1970–1971.

Research report available from author. Journal article planned, early 1972.

SOCKLOFF, ALAN O., R.K. EBERT, and J.W. DEGNAN Measurement and Research Center, Temple University. Philadelphia, Pennsylvania 18974. (215) 787-8611.

940 *Adjustments for High School Characteristics in the Prediction of College Achievement*

Since grades from different high schools have different meanings in predicting college achievement, weighted predictions have been developed for feeder high schools to Temple on the basis of the success of their graduates at Temple. Other predictive measures are continuing to be analyzed. Purpose: Improved prediction of academic achievement of applicants to Temple University. 1969—ongoing.

Fall 1971 report available from authors. Journal article planned, 1972.

SOCKLOFF, ALAN O. and VINCENT T. DEABLER, Measurement and Research Center, Temple University, Philadelphia, Pennsylvania 18974. (215) 787-8611.

941 *Faculty and Course Evaluation (FACE)*

Using other available instruments, items were selected, and the resulting instrument has been copywrited in DIGITEK form for tabulation by optical scanners. Purpose: To permit students to evaluate lecture courses and their instructors. 1970—1971.

Report, "Construction of a Faculty and Course Evaluation," available. Journal article planned, 1972.

SOKKAR, FAT-HI FOUAD Department of Management, Eastern Michigan University, Ypsilanti, Michigan 48197. (313) 4870105.

942 *A Markov Model for Admissions of New Students*

A Markov model has been developed in which an educational institution is conceptualized as a set of interrelated sequences of transformation processes and which describes the students' movements into, within, and from the institution. Completed August 1971.

Dissertation.

University of Illinois, Office of Administrative Data Processing.

SOLMON, LEWIS C. Research Associate, National Bureau of Economic Research, Inc., 261 Madison Avenue, New York, New York 10016. (212) 682-3190.

943 *The Economic Impact of Differences in the Quantity and Quality of Educational Attainment*

The National Bureau of Economic Research-Thorndike sample of 5000 individuals provides extensive information on such basic determinants of post school behavior as ability, amounts and quality of formal schooling and family background. It also contains equally extensive data on economic performance measured some 20-25 years after the completion of formal schooling. Purpose: These data are being used to measure the financial return to differences in schooling quality, standardized for the effect of years of schooling, ability and family socioeconomic background. Interactions between ability, schooling quality and financial returns can be investigated. June 1971—June 1973.

Papers planned during 1972.

U.S. Office of Education, $128,000.

SORRELLS, DANIEL J. Professor of Higher Education, Institute of Higher Education, University of Georgia, Athens, Georgia 30601. (404) 542-3464.

944 *Internship Practices as a Device for Administrative Leadership Development in Higher Education*

A survey of 60 United States institutions offering doctoral work in higher education. Purpose: Results along with other information are being used to develop monograph on *Internship Principles, Practices, and Procedures in Higher Education*. February 1971—January 1972.

Tabulated results of survey available. Monograph planned.

SPADY, WILLIAM G. Associate Professor of Sociology, Department of Sociology in Education, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 181, Ontario. (416) 923-6641.

945 *Ambition, Aspiration, and Attainment in College*

Concern centers around the development of comprehensive models which consider socioeconomic and social-psychological antecedents, educational and extracurricular ambition and achievement, and their effects on the tendency to assimilate or drop out. In one longitudinal study, 683 freshmen in the College of the University of Chicago in 1965 were followed through their college careers. Another longitudinal study followed 297 senior boys in two adjacent smalltown/suburban West Coast high schools in 1963, with a mailed questionnaire in 1967. Purpose: To devise models that take into account most of the variables—personal, academic, noncurricular—which affect attainment and assimilation in college. 1963—ongoing.

"Dropouts from Higher Education: An Interdisciplinary Review and Synthesis," *Interchange*, 1:1 (1971) 64-85. "Dropouts from Higher Education: Toward an Empirical Model," *Interchange*, 2:3 (1971) 38-62. Paper, "The Influence of Major Ambition Resources on College Aspirations and Attainments: Toward a Comprehensive Model," Ontario Institute for Studies in Education (undated). More articles and a book planned.

SPAETH, JOE L. Associate Professor of Sociology, and Research Associate Professor at the Survey Research Laboratory, 414 David Kinley Hall, University of Illinois. Urbana, Illinois 61801. (217) 333-8067 or 333-1299.

946 *Reaction of the General Public to Public Higher Education in Illinois*

Structured telephone interview of 1000 people to obtain their ranking of the priority of higher education, views of the goals of higher education, attitudes toward higher education as potential consumers (through their sons or daughters), degree of contact with higher education, and knowledge about a specific institution's program, image, importance and standing. Purpose: To estimate the feelings of the public and locate subgroups that are most favorably inclined to higher education. September 1971—not determined.

Various reports by Survey Research Laboratory and articles in journals planned.

947 *Evaluation of Teaching*

As part of the Chancellor's Committee on the Reform of Undergraduate Education and Living (CRUEL), this project utilizes an undergraduate Course Evaluation Questionnaire for faculty members to use in evaluating their colleagues' teaching by evaluating their written communications to students—syllabi, reading lists, instructions, course outlines, etc. As yet the methodology is uncertain, but an advisory committee made up of several disciplines will probably rate production inputs. Collaboration will be sought with departmental tenure committees to include these evaluations in their determinations. Purpose: To develop this as one method for judging effective teaching. October 1971—ongoing.

Articles for popular and professional journals and a generally distributed report are planned.

948 *Practicum in Research on Political Participation and Voting of College Students in the 1972 Elections*

Based on the Detroit Area Study model, 12 to 15 graduate students, working with the author, will initiate a national mail questionnaire to 5000 students. Purpose: To determine students' attitudes toward the political system and its efficacy, based on the hypothesis that socioeconomic status of students is not as important a variable as it is in general population groups, in comparison with sex, type and quality of college, major field, and parental orientation. 1972.

Articles for professional journals and a book of collected papers are possible.

Innovation in Undergraduate Education, see Larry H. Litten, 616.

SPAETH, JOE L. and DAVID EISENMAN Staff Associate, Office of the Vice-Chancellor for Academic Affairs, University of Illinois. Urbana, Illinois 61801. (217) 333-7781.

949 *Financial Status of College Students' Parents*

In response to government requirements that institutions estimate the financial status of parents and to question the reliability of present measures, detailed telephone interviews, employing regression equations, of the parents of 1000 University of Illinois freshmen. Purpose: To gain information on their financial status, which will be compared to their children's view of their financial condition. 1972.

Research notes planned and possibly an article in a professional educational journal.

SPENCER, TOM Director, Compensatory Education Project, Coordinating Board, Texas College and University System. P.O. Box 12788, Capitol Station, Austin, Texas 78711. (512) 475-3413.

950 *Compensatory Education Project*

Collection of intensive descriptive and past performance data as well as data from pre- and post-tests, using several instruments on all full-time entering freshmen in the Texas System. Purpose: To develop evaluation techniques for measuring the effectiveness of various educational courses and programs, such as English and communications courses, in serving disadvantaged students and to begin evaluating the effectiveness of several of these programs. August 1971–August 1972.

Preliminary partial results will become available in mid-spring. Final results will be available by the end of summer 1972.

Office of Economic Opportunity and The Moody Foundation.

STADTMAN, VERNE A. Editor and Staff Associate, Carnegie Commission on Higher Education. 1947 Center Street, Berkeley, California 94704. (415) 849-4474.

951 *Public Service and Adult Education in Higher Education*

A descriptive and statistical profile based upon literature review, personal interviews, and responses to 2500 questionnaires mailed to universities, four-year colleges, and two-year colleges in September 1971. September 1971–Fall 1972.

A volume planned as part of the profile series published by McGraw-Hill for the Carnegie Commission.

Institutions Responding to Crisis and Change see David Riesman, 839.

STAFFORD, FRANK Professor of Economics and **GEORGE JOHNSON**, Professor of Economics, Department of Economics, The University of Michigan. Ann Arbor, Michigan 48104.

952 *The Academic Marketplace*

A theoretical analysis of the academic marketplace, including economic, social, and geographic mobility of academics, influences on compensation rates including that of supply and demand, and a comparison of academic compensation with compensation for other professions. Purpose: To better understand the operation of the academic market in relation to that of other professions. December 1971–December 1974.

Professional articles and monographs planned.

National Science Foundation, with American Association of University Professors sponsorship.

STAGER, DAVID Professor, Institute for Policy Analysis, University of Toronto. 150 St. George Street, Toronto 180, Ontario. (416) 928-6165.

953 *Economic Aspects of Part-Time University Education in Ontario*

A questionnaire survey of a sample of all students enrolled in extension credit courses in Ontario universities, winter and summer sessions, 1971, together with data provided by universities. Purpose: To estimate the costs and benefits of part-time degree programs and to compare them with full-time undergraduate programs, and to assess the financing arrangements for part-time degree programs. Summer 1970–Summer 1972.

Canada Council.

954 *Economics of Higher Education in Canada*

The creation of a book which treats several of the economic aspects of higher education in Canada by drawing on recent results and undertaking original analyses. Summer 1971–Fall 1972.

Book planned late 1972.

Canada Council.

STANICKI, JANE Vice Chancellor for Student Affairs, Syracuse University. Syracuse, New York 13210. (315) 476-5541.

955 *Student Protest and Administrative Legitimacy*

An interpretation of four cases of student protest during the 1960s: at Berkeley, the University of Chicago, Columbia, and the Harvard-Dow Chemical sit-in, based on descriptions of the events and interviews with some participants, and analyzing the interaction between the protesters and administrators, with emphasis on administrative awareness of student and faculty attitudes, sensitivity to changing conditions, and the distinctive patterns of communication, goal sharing, and disciplinary procedure at each institution. Contrasts are drawn between the resolution of the Berkeley and Columbia disruptions and the Harvard and University of Chicago disturbances in light of Max Weber's concept of legitimacy and his dichotomy between charismatic and bureaucratic leadership. Purpose: To assist institutions to learn from previous events and profit by the mistakes of the past. 1968–Spring 1972.

Dissertation, Teachers College, Columbia University.

STARKS, DAVID D. Assistant Professor, School of Education, and Research Scientist, Center for Research on Learning and Teaching, The University of Michigan, 109 East Madison, Ann Arbor, Michigan 48104. (313) 763-0158.

956 *Development of Computer-Assisted Instruction for College-Level Learning*

This project is developing sample programs, combining computer-assisted instruction with auxiliary teaching materials from audiotapes, slides, films, and written materials in four curricular areas: 1. techniques of analyzing and solving problems of interpersonal relations for use in a Professional Officer course; 2. simulation of the national economy for student teams of four to six to manipulate a number of specified economic parameters and to observe effects on the entire economy; 3. computer-based quizzes and learning exercises on major facts and concepts behind the German Nazi movement; and 4. techniques to allow statistics students to inquire into the relation between different subsets of data stored in a computerized data bank. Purpose: To develop programs of computer-aided instruction for college-level learning. June 1968–December 1970, with ongoing applications and adaptations.

Starks, Horn and Davis, "The Application of Computers in Diadic Teaching," *Educational Technology*; Starks, Slavens, and Horn, "Two Modes of Computer Assisted Instruction in a Library Reference Course"; and Starks and Bell, "Training and Assistance for Authors of Computer Based Learning Exercises," submitted for publication.

Air Force Office of Scientific Research.

STEEL, LAURI see James A. Dunn, 284.

STEELE, FRED see Edgar H. Schein, 873.

STEIN, MICHEL see Nicole Gagnon, 359.

STELLING, J.G. see Rue Bucher, 144.

STERN, GEORGE G. Psychological Research Center, 250 Machinery Hall, Syracuse University, Syracuse, New York 13210. (315) 476-5541, ext. 2295.

957 *Updating the Activities Index and the College Characteristics Index*

The language of these two indices is being examined and revised where necessary. "Americanisms" are being deleted and new data are to be gathered from Australia, Canada, East Africa, England, France, Germany, Japan, Mexico, and New Zealand. Purpose: To make the language of the indices more current and more applicable for international use. 1972.

Revised forms of the indices planned.

958 *Personal Growth and Institutional Control*

These two variables appear as second-order factors in measures of organizational environments and are characteristics of all organizations–businesses as well as schools. Their relation to other variables–student satisfaction, student learning, productivity, effectiveness, and personality variables–will be investigated and the significance of need-press dissonance in this relationship will be analyzed. Intensive interviews will be used along with existing instruments. Purpose: To obtain data from students about their appraisal of educational impact and the meaning of educational experiences for them, as well as to get better estimates of the educational process. 1972–ongoing.

Articles and monographs planned.

Funding to be determined.

Replication and Follow-up of Katz-Allport 1926 Study of Students' Values, see Maurice E. Troyer, 1016.

STERN, GEORGE G. Psychological Research Center, 250 Machinery Hall, Syracuse University, Syracuse, New York 13210, (315) 476-5541, ext. 2295; and **WILLIAM WALKER** Professor of Educational Psychology, Alfred University, Alfred, New York 14802.

959 *Development of the Classroom Environment Index*

A new instrument, parallel to Stern's previous college and high school environment indices, has been developed for use at all levels of education, from elementary schools to graduate schools. The instrument, completed by students, discriminates among classrooms on such factors as their emphasis on the humanities, emphasis on science, group intellectual life, achievement standards, emphasis on personal dignity and emphasis on orderliness, and–as second-order factors–their orientation towards personal development and actualization or towards institutional maintenance, control, and stability. A final form has been developed, with norming continuing, and the instrument is ready for use.

Scoring can by done by the user or by the Psychological Research Center, Syracuse University. 1969–1972.

Manual and norms planned.

U.S. Office of Education through Regional Office.

960 *Distribution of Classroom Types*

Using the Classroom Environment Index on a large systematic sample of classrooms in schools and colleges, the distribution and clustering of various characteristics identified by the Index will be analyzed. Purpose: To learn how these characteristics vary as a function of the level of educational institutions (elementary schools, for example, as opposed to colleges) and how they relate to the effectiveness of classroom instruction. 1972–ongoing.

Articles and monographs planned.

U.S. Office of Education.

STERNS, A.A. Director, Office of Program Planning and Analysis, Room 100, White Avenue Building, University of Georgia. Athens, Georgia 30601. (404) 542-5932.

961 *A Planning, Programming, and Budgeting System for Higher Education*

A project to restructure the existing University of Georgia budgeting and planning process within three years into a planning-programming-budgeting system, to provide careful documentation and a detailed evaluation of the University's experience in installing the PPB system so that other institutions can profit from its experience, and to determine and resolve problems of integrating a PPB system into the budget process of the entire University System of Georgia and the State of Georgia. Steps involve development of explicit objectives for the University of Georgia in operational terms, identification of programs which will effectively reach these objectives, establishment of criteria for program performance and procedures for evaluating such performance, refinement of computer systems, testing the new PPB system, and educating University officials to its use. Purpose: The system aims at the integration of all planning—fiscal, programmatic, and personnel—beginning at the smallest organizational level, such as departmental activities, and systematically moving to larger levels through school or college programs and then institution-wide strategies, so that planning, programming, and budgeting will not be isolated efforts but become integrated by their interdependence. July 1970–June 1973.

"First Annual Report, University of Georgia-Ford Foundation PPBS Project," September 15, 1971. A series of reports, including a bibliography and overview of PPB systems, is planned.

Ford Foundation.

STEVENS, LEE A. Dean of Instruction, Feather River College, P.O. Box 1110, Quincy, California 95971. (916) 283-0202.

962 *A Computer Simulation Model of an Accounting Chargeback System for Community Colleges*

This model will provide a computer accounting method for allocating all direct and indirect costs to specific program areas. Included is an analysis of the use of space, class scheduling, administrative cost impact, and cost per instructional hour. Purpose: To assist educational planners make meaningful decisions in terms of financial priorities. To December 1971.

STEWART, BLAIR Former President and PATRICIA WISHART Director of Service Programs, Associated Colleges of the Midwest. 60 West Walton Street, Chicago, Illinois 60610. (312) 664-9580.

963 *The Single Application Method (SAM)*

Information has been collected annually since 1967 about all prospective and matriculated freshmen applications at the Associated Colleges of the Midwest. Data are transcribed to forms from college administrative records during the summer by traveling coding teams. Purpose: To test hypotheses about the operation of the Single Application Method, which allows students to apply to two or three ACM colleges, using one form, transcript, fee, and supporting documents, and listing colleges in order of preference. Summer 1968–ongoing.

"UCCA and SAM: A Look at Two Very Different Single Application Methods," *College Board Review*, 79 (Spring 1971) 14-19. Other articles and final report planned.

Ford Foundation.

964 *Reasons for Selections between Alternative Methods of Applying to Two or More Colleges*

Students applying to more than one institution in the Associated Colleges of the Midwest may do so by using SAM, by making multiple applications, or by a combination of these two methods. Questionnaires have been distributed to all students who applied to two or more ACM colleges in 1971. Purpose: To determine why they chose the method they did. Summer 1971–1972.

Articles and final report planned.

College Entrance Examination Board.

STEWART, W. L. Study Director, Federal Academic Science Studies Group, Division of Science Resources Studies, National Science Foundation. 1800 G Street N.W., Washington, D.C. 20550. (202) 632-4077.

965 *Federal Support to Universities, Colleges, and Selected Nonprofit Institutions*

A survey of federal agencies to obtain data on obligations to individual universities and colleges, excluding loans, for funding research and development; fellowships, traineeships, and training grants; research and development plant and equipment; facilities and equipment for instruction in science and engineering; general support for science; other activities related to science and engineering; and all other activities (nonscience). Other educational variables such as degrees and enrollment are used to analyze funding patterns by geographic and institutional distributions. Comparable data are also collected for independent nonprofit research institutes receiving $300,000 or more from federal sources for research and development and research and development plant, and for federally funded research and development centers managed by universities and colleges and other nonprofit organizations. Purpose: To provide information to Congress and the President that will assist in federal science policy formulation. Carried out on behalf of the Committee on Academic Science and Engineering (CASE) of the Federal Council on Science and Technology.

Data are due from participating agencies by December 15, with publication expected by the following June. *Science Resources Studies Highlights*, containing category totals, is released around April by NSF. Reports on each year's survey are issued by NSF and are available from the Government Printing Office.

Division of Science Resources Studies, National Science Foundation.

STONE, CHUCK see Junius A. Davis, 254.

STONE, JAMES C. Professor of Education, 4427 Tolman Hall, University of California, Berkeley. Berkeley, California 94720. (415) 642-6729.

966 *The Teaching of Sex Education in Contra Costa County, California*

Special training in the teaching of sex education was offered to teachers in Contra Costa County, California, through University extension courses and two-week summer workshops. Objective test, Q-sort, and questionnaire data were gathered before and after the training program. Purpose: To determine its impact on the teachers' knowledge, attitudes, skills, and personality and on their students' knowledge and attitudes, as compared to a control group of nonparticipating teachers and their students. To November 1971.

First report, "Evaluation of the Teaching of Sex Education in Contra Costa County, California," available from author.

U.S. Office of Education.

967 *Curriculum Evaluation for the University of San Francisco School of Nursing*

The University of San Francisco is conducting a five-year evaluation of its new baccalaureate professional nursing education curriculum. Graduates of the old and the new curriculum are being compared, and the 1972 class is being followed from the freshman year to one year following graduation, using a battery of objective tests and self-report data and interviews about their college experiences. A double-Q-sort technique is being employed to assess students' perceptions of the curriculum as it exists and as they would like it to be. The study also involves a comparison group of students at another institution. Purpose: To evaluate the University's new nursing education curriculum. 1969–1974.

Several interim reports are available from the author, as well as James C. Stone and Joan L. Green, "The Double Q-Sort as a Research Tool," *The Journal of Experimental Education*, 40:1 (Fall, 1971) 81-88. Final report planned.

U.S. Public Health Service.

968 *Evaluation of an Experimental Undergraduate Teacher Preparation Program*

Immaculate Heart College in Los Angeles has begun a unique four-year (rather than five-year) teacher preparation program, involving no set pattern of courses and student-initiated decisions regarding their needed learning. The Omnibus Personality Inventory and the College and University Environment

Scales are administered to freshmen and seniors; selected samples of students are interviewed; graduates of the program will be followed into their careers; and an oral historian will serve as a participant observer of the program in order to assess its impact on the students. Purpose: To evaluate the teacher preparation program. 1971–1976.

Final report planned.

Charles Merrill Foundation.

STONE, LAWRENCE Dodge Professor of History and Director of Shelby Cullom Davis Center for Historical Studies, Department of History, 129 Dickinson Hall, Princeton University. Princeton, New Jersey 08540. (609) 452-4996.

969 *Oxford University Students 1580-1910*

A statistical enquiry, based on matriculation and college admission records, into Oxford University students, 1580-1910. Purpose: To establish the fluctuations in their numbers, their social composition, their median age on admission, their place of residence, and the proportion which proceeded to a degree. A later stage of the investigation will sample career patterns of the students. September 1970–September 1974.

Article with preliminary findings to be published in book of essays on the history of education by Princeton University Press in 1972.

STORR, RICHARD J. Acting Dean, Faculty of Graduate Studies, and Professor of History, York University. 4700 Keele Street, Downsview 463, Ontario. (416) 635-2352.

970 *An Historical Approach to the Prospect before Graduate Education in the Arts and Sciences*

The study is essentially a long essay with three parts: 1. an examination of the impact that formal and informal thought about the past has upon present and future action in regard to higher education; 2. a review of the movements that produced American graduate education, especially as it was brought to a focus in the Ph.D. degree; 3. a review of the present situation and the options suggested by past experience and present need. Purpose: The method is a mixture of more or less standard historical narrative and criticism and of an analytical approach to policy-making, intended to put issues in terms of emerging realities and conventions in the American university and American society. Spring 1969–February 1972.

Book to be published by McGraw-Hill, tentatively entitled *The Beginning of the Future.*

Carnegie Commission on Higher Education.

971 Listing renumbered.

STRIKE, KENNETH A. Assistant Professor of Education, Department of Education, 108 Stone Hall, Cornell University. Ithaca, New York 14850. (607) 256-3621.

972 *The Conceptualization of Freedom in Psychology and Education*

The study includes investigation of literature in cognitive psychology in order to determine the conceptions of thought and human rationality presupposed in such work, and an investigation of how such conceptual frameworks effect the conceptualization of human freedom and of implications for the ethics of instruction. Purpose: To investigate the conceptual connections between freedom and rationality in the context of recent literature in cognitive psychology and to assess the implications for education. June 1971–May 1973.

Final report to be filed with U.S. Office of Education.

U.S. Office of Education, $13,000.

STRINGER, GUY, JEAN MARTEL, RENÉ LEFEBVRE, SERGE SÉGUIN, Faculte des Sciences de l'education, Universite de Sherbrooke. Montreal, du Quebec a Trois-Rivieres et Rouyn. (514) 565-5052.

973 *L'Audio-instruction Guidee au Niveau Universitaire*

Guided Self-Instruction at the University Level

Instruments de travail: textes officiels, questionnaires d'auto-evaluation, feuilles de reponses et de controle. Analyse comparative obtenus par les groupes-temoins et experimentaux, en tenant compte de sept facteurs differents, et codification des questions selon la taxonomie de B. S. Bloom. Objectifs: Verifier si cette methode donne de meilleurs resultats d'apprentissage chez les etudiants de niveau universitaire que des methodes dites traditionelles. Novembre 1969–Mai 1972.

Les premiers resultats seront publies dans le ler numero de la revue de la Societe canadienne pour l'etude de l'enseignement superieur.

STRONG, STANLEY R. Associate Professor of Psychology, and Acting Director of Student Life Studies, 328 Walter Library, University of Minnesota. Minneapolis, Minnesota 55455. (612) 373-4862.

974 *Influence Processes and Change Dynamics in Counseling and Psychotherapy*

An investigation through laboratory experiments of the influence processes in counseling and psychotherapy with the objective of developing concepts of these processes and technology for carrying them out. Variables that have been studied are interviewer expertness, attractiveness, and legitimacy; and resistance, opposition, and interpretation processes. Purpose: To develop an overall conceptualization of counseling and psychotherapy in terms of the dynamic processes controlling therapists' effects on the client and to develop a technology for implementing these effects. September 1968–1975.

A series of articles have appeared in the *Journal of Counseling Psychology*, with reprints available through the *Research Bulletins of the Office for Student Affairs*, Student Life Studies. Further articles in the *Journal of Counseling Psychology, Journal of Consulting and Clinical Psychology*, and a book are planned.

SUCZEK, ROBERT F. Department of Psychology, San Francisco State College. 1600 Holloway Avenue, San Francisco, California 94132. (415) 469-2185) and **ELIZABETH ALFERT** Wright Institute. 2728 Durant Avenue, Berkeley, California 94704. (415) 841-9230.

975 *Personality Development in Two Educational Atmospheres*

Comparison of freshmen randomly selected from volunteers for the Tussman Experimental College Program of the University of California, Berkeley, with volunteers not selected and students not interested in participating in the program. The Experimental College Program was a two-year, intensive, integrated liberal arts program of study of human problems in historic epochs, and involving independence for the student as well as collaboration of student and teacher. By means of interviews, questionnaires and personality scales from Omnibus Personality Inventory, it was determined that entering freshmen volunteering for the program were more complexly developed on admission than students not interested in the program, but that the latter group showed more change in the first two years of college, ending at about the same level as the volunteers. Purpose: To study the interaction between the nature of the student's prior life experience and the nature of the educational atmosphere and to show that the personalization of the student's experience in the experimental program was a salient factor in change. 1966–1970.

Copies of the report are available from the senior author or ERIC. Book will be completed, Summer, 1972, to be published by Jossey-Bass.

U.S. Office of Education, Bureau of Research.

STULL, WILLIAM see Gerald McLaughlin, 688.

STYCOS, J. MAYONE see Royal Colle, 212.

SUMMERSKILL, JOHN see Cyril O. Houle, 466.

SUSLOW, SIDNEY Director, Office of Institutional Research, Room 210, Building T-8, University of California, Berkeley. Berkeley, California 94720. (415) 642-5743.

976 *Faculty Grading Habits and Faculty Characteristics*

A random sample of about 400 faculty were selected from Berkeley records. Rank, age, length of service, and discipline were matched against grades awarded in all courses over one academic year. Purpose: To assist faculty in understanding some of the extraneous factors which may influence their grading habits. Spring 1971–Winter 1972.

Mimeograph report or educational periodical article planned.

977 *Ethnic Identity among Students, Faculty, and Staff*

The development of a reliable and valid instrument for surveying an individual's ethnic identity and of procedures to reduce response apathy and implausible responses. Normal conceptual limits for each specific ethnic identity will be described. Purpose: To develop a means to provide administrators, faculty, students and other agencies with plausible information on the distribution of ethnic groups in universities. 1969–Spring 1973.

Funding undetermined.

SUSLOW, SIDNEY Director and **CHARLENE HAYES** Research Assistant, Office of Institutional Research, University of California, Berkeley. Berkeley, California 94720.

978 *Pass-fail Grading at Berkeley: Facts and Opinions*

The introduction of pass/not pass grading on a partial basis at Berkeley was based on presumed benefits to be derived. This study involves an evaluation of factual information from course records of grades, and opinions from questionnaire surveys of random samples of faculty and undergraduate students at Berkeley, and an attempt to relate faculty and student opinions to characteristics of these groups. Purpose: To assess whether this innovation has been beneficial objectively and subjectively. January 1970–Winter 1972.

Offset report planned.

SUSSNA, EDWARD Professor of Business Administration and Economics, Graduate School of Business, University of Pittsburgh. Pittsburgh, Pennsylvania 15213. (412) 621-3500, ext. 6791.

979 *Program Evaluation of Two-Year Colleges*

Impact of the University on Its Community

A cost-benefit analysis of paraprofessional programs in a large metropolitan two-year college, and an analysis of economic and other aspects of human capital development, as they contribute to the growth of the Pittsburgh region. Purpose: To provide criteria for efficient resource allocation in higher education. September 1969–June 1973.

Edward Sussna and Harry N. Heinemann, "Criteria for Public Investment in the Two-Year College: A Program Budgeting Approach," *Journal of Human Resources*, Spring 1971; and "The Education of Health Manpower in a Two-Year College: An Evaluation Model," *Socio-Economic Planning Sciences*, forthcoming.

SWARR, PHILIP CASSEL Office of Institutional Research, State University College at Cortland. Cortland, New York 13045.

980 *Goals of Colleges and Universities as Perceived and Preferred by Faculty and Administrators*

A questionnaire and literature survey of four public colleges in New York State. Results were compared with Gross and Grambsch data on 68 universities and Zimmerman data on 14 private colleges. Purpose: To determine perceived goals, perceived locus of decisionmaking, agreement/disagreement between faculty and administrators, and extent of satisfaction with goals among those having the most power.

SWERDLOFF, SOL Associate Deputy Commissioner, U.S. Department of Labor, Bureau of Labor Statistics. 441 G Street N.W., Washington, D.C. 20212. (202) 961-2551.

981 *Training in Industry*

Comprehensive, up-to-date information on the nature and scope of occupational training in the private sector of business and industry is grossly inadequate. To this end, a pilot mail survey in summer 1971 of 470 metalworking and telephone and electric power establishments obtained information on the amount and nature of occupational training conducted by employers in these occupations. Interviews were then conducted with 150 respondents and nonrespondents of the survey to test the mail survey methodology, the accuracy of the data supplied, and the availability of more detailed training information. In addition, employers will maintain records on their training activities over a 13-week reporting period in early 1972 in 72 metalworking, telephone, and electric power establishments not participating in the mail survey to see if a diary approach can be used to obtain training data. Purpose: The Bureau of Labor Statistics hopes to determine the extent to which employers can provide quantitative information on training activities and if a comprehensive multi-industry survey is technically feasible. January 1971–July 1972.

The survey is primarily a feasibility study and will not be published, although a report will be forwarded to the Manpower Administration.

Manpower Administration.

TAUBMAN, PAUL and **TERRANCE WALES**, National Bureau of Economic Research. 261 Madison Avenue, New York, New York 10016. (212) 682-3190.

982 *School Attainment and Mental Ability*

Net Returns to Educational Investment

Two studies, one analyzing the relation of mental ability to school attainment; the other analyzing educational investment as a screening device. Through 1972.

The first manuscript will appear as a technical report for the Carnegie Commission on Higher Education. The second manuscript is in process.

Carnegie Commission on Higher Education.

TAYLOR, ALTON L. Associate Professor of Education, and Assistant Director, Office of Institutional Analysis, University of Virginia, Charlottesville, Virginia 22903. (703) 924-3417.

983 *Faculty Space Allocation Procedures in State Universities and Land-Grant Colleges*

A questionnaire was distributed to 78 member institutions of the National Association of State Universities and Land-Grant Colleges in October 1969 requesting data on procedures for allocating faculty office space. The data were summarized for each of the 59 responding institutions. Purpose: To provide information for improved decisions relating to faculty office space at the University of Virginia. Completed January 1970.

Duplicated report available.

984 *Opinions about Desirable Student Housing of Single Undergraduates at the University of Virginia*

A ten percent random sample of single undergraduates at the University of Virginia enrolled during the first semester of 1968-69 were surveyed by questionnaire. The report analyzes the academic achievement of several subgroups in relation to selected student characteristics and their opinions toward desirable housing features. Purpose: To obtain opinions on desirable residential housing. Completed May 1970.

Duplicated report available.

985 *Factors Influencing Grades of Nursing Graduates, University of Virginia*

Bachelor degree recipients in the School of Nursing during June and August 1970 were analyzed in relation to family background, socioeconomic background, educational experiences prior to entering and during enrollment at the University of Virginia, use of leisure time, educational and nursing interests, and opinions toward nursing practice. A multivariate regression analysis is used. Purpose: To account for the variance of nursing students' grade point averages at graduation in order to improve selection and admission procedures. Completed February 1971.

Duplicated report available.

986 *Research Methods for Follow-up Studies of Students*

The literature was searched to identify follow-up studies in higher education. Forty-seven studies were located and critiqued in relation to sound research methods. Purpose: A set of guidelines for conducting follow-up studies was developed as a result. Completed June 1971.

"Research Methods for Conducting Follow-up Studies in Higher Education," available at $1 from Editor, Occasional Papers, School of Education, University of Virginia, 164 Rugby Road, Charlottesville, Virginia, 22903.

987 *Institutional Analyses*

Among other projects of the Office of Institutional Analysis have been: 1. the identification and description of graduate teaching assistants and graduate research assistants who were in charge of teaching duties or engaged in sponsored research activities at the University of Virginia, fall 1970; 2. a descriptive analysis of academic record of students who entered the University of Virginia between 1962 and 1970 and who took Advanced Placement Examinations in order to improve decisions regarding awarding advanced standing; 3. an interview study of persons responsible for evaluating Advanced Placement Examination scores regarding their procedures for assigning advanced standing and placement in relation to academic policies regarding the Advanced Placement Program at the University of Virginia; 4. an examination of the sources of the 659 students who enrolled at the University of Virginia under the Uniform Early Decision Plan between 1967 and 1970 and an assessment of their behavioral characteristics before and after enrollment; 5. a compilation of selected characteristics of the full-time faculty, as part of the development and maintenance of a faculty information system at the University of Virginia, to assist in planning and allocation of faculty resources; and 6. an analysis of the distribution of student grades, fall 1970-71, distributed by departments and schools. 1971.

Duplicated reports available.

Plans and Achievement Characteristics of Top-Quarter Seniors in Virginia Public High Schools, see F. G. Lankford, Jr., 579.

TAYLOR, FRED J. Director, Office of Institutional Research, Administration Building, University of Arkansas. Fayetteville, Arkansas 72201, (501) 575-5252; and FARRIS W. WOMACK Director, Office of Institutional Research, Arkansas State University. State University, Arkansas 72467, (501) 972-3027.

988 *Faculty Work Load Assignments at University Council on Educational Administration Institutions*

A study of factors affecting instructional staff work-load assignments at the 54 member institutions of the University Council on Educational Administration. Questionnaires will be mailed to faculty members in 35 randomly selected departments in these institutions requesting data germane to teaching load, advisement, committee responsibilities, and research. Purpose: To determine 1. the differences and similarities that exist among the various disciplines, departments, and faculty ranks at UCEA institutions; 2. those variables that are significant factors in comprising a faculty member's work load; 3. a "best" regression equation for use in determining teaching load assignments; and 4. those factors which are unique to individual departments or disciplines and should be considered in an assessment of total faculty work load. September 1971–June 1972.

Offset report and articles planned.

U.S. Office of Education through Arkansas Educational Research Development Project.

TAYLOR, R. ROBB Director of Institutional Research, Temple University. Philadelphia, Pennsylvania 19122. (215) 787-7579.

989 *Institutional Research and Long-Range Planning*

Among projects at Temple are projections of educational statistics to 1979-80, development of personnel system files and University organization chart, maintenance of the University's facilities inventory, and cooperation in development of the master plan for higher education in Pennsylvania. Ongoing.

Internal reports planned.

TAYLOR, RONALD G. Director, Student Life Center, 67 Willard Hall, University of Colorado. Boulder, Colorado 80302, (303) 443-2211; and JOHN D. ROTH Research Psychologist, The American College Testing Program, Inc., P.O. Box 168, Iowa City, Iowa 52240, (319) 351-4470.

990 *Relation of College Expectancies to Experiences, Academic Performance and Persistence in a College of Engineering*

A questionnaire administered several months before entrance of engineering freshmen's expectancies about college with retesting in spring of freshman year to measure actual experiences. Expectancies and experiences will be related to academic performance and persistence for three ability levels. Purpose: To describe engineering student expectancies and experience, relate expectancies and experiences to the patterns of successful students, and recommend action to change expectancies and conditions as a result. April 1970–June 1972.

Internal report and journal article planned.

Institute of Technology, Student Personnel Program, University of Minnesota.

TESTERMAN, JACK D. Director, Institutional Research, Box 940, The University of Southwestern Louisiana. Lafayette, Louisiana 70501. (318) 233-3850, ext. 205.

991 *Current Status of Institutional Research*

A comprehensive "state of the art" report on institutional research at the present time and the role of the Office of Institutional Research in the near future. Purpose: To provide a base for other research projects in the future. September 1970–November 1971.

A book and several articles planned by early 1972.

THELIN, JOHN R. Doctoral Candidate, History of Education, 3653 Tolman Hall, University of California, Berkeley. Berkeley, California 94720.

992 *Images of the Ivy League, 1890-1960: The Collegiate Ideal and the Education of Elites in American Culture*

Historical analysis of the development of a distinctive collective identity associated with a group of Eastern institutions. Emphasis is on the cultivation of images and symbols of collegiate education as part of a cultural ideal. Purpose: To provide an interpretation of developments in higher education in terms of historical changes in 20th century American culture. July 1971–May 1973.

Tentative chapter outline available; dissertation planned.

Applications and Uses of Unobtrusive Measures in Fields of Social Services see Harold L. Hodgkinson, 452.

THIELENS, WAGNER, Jr. Research Associate, Bureau of Applied Social Research, Columbia University, 605 West 115th Street, New York, New York 10025. (212) 280-4046.

993 *The Impact of College Teachers upon Students*

A review of the available literature depicting the teacher-student relationship on the college level. Purpose: A monograph analyzing the empirical evidence dealing with the professor's impact on his students is in progress. Through 1973 or 1974.

"The Teacher-Student Relationship in the College Classroom," in Lee C. Deighton (Ed.), *Encyclopedia of Education*, Macmillan, 1971, Vol. 9, pp. 305-310.

The Helene Foundation.

THISTLETHWAITE, DONALD L. Professor, Department of Psychology, Vanderbilt University. Nashville, Tennessee 37203. (615) 322-2874.

994 *Effects of University Subcultures on Student Attitudes*

In a three-year longitudinal study, 2200 male students at 25 universities–half of whom were freshmen in 1968-69, the other half juniors–responded to 33 attitude and college press scales in three separate questionnaires during the summers of 1969, 1970, and 1971. Changes in student attitudes and values, and in the perceived demands of teachers and peers, are being related to temporal variations in the degree of exposure to academic and student subcultures. Purpose: To clarify the theoretical interpretation of the "accentuation of initial major field differences," and by providing a theoretical and empirical analysis of this generalization to clarify some of the processes by which academic subcultures affect student attitudes. July 1969–June 1972.

"An Analysis of Active and Passive Defenses in Inducing Resistance to Persuasion," *Journal of Personality and Social Psychology*, 11 (1969) 301-308 (with R. W. Rogers); "Some Ecological Effects of Entering a Field of Study," *Journal of Educational Psychology*, 60 (1969) 284-293; "An Analysis of a Logical Consistency Model of Belief Change," *Journal of Personality and Social Psychology*, 15 (1970) 133-143 (with S.G. McFarland); "Effects of Fear Arousal and Reassurance on Attitude Change," *Journal of Personality and Social Psychology*, 15 (1970) 227-233 (with R. W. Rogers); "Effects of Informative and Justificatory Variables upon Imitation," *Journal of Experimental Social Psychology*, 6 (1970) 255-271 (with J. P. Flanders); "An Analysis of Two Quantitative Theories of Cognitive Balance," *Psychological Review*, in press (with A.R. Wellens); "A Comparison of Three Theories of Cognitive Balance," *Journal of Personality and Social Psychology*, submitted for publication (with A.R. Wellens); "Negative Effects in Impression Formation," *Journal of Personality and Social Psychology*, submitted for publication (with B.H. Hodges); a monograph and offset reports are planned.

National Science Foundation, Division of Social Sciences, $65,300.

THOMAS, CHARLES L. Assistant Professor of Education, Department of Educational Psychology, School of Education, Indiana University, Bloomington, Indiana 47401. (812) 337-7167.

995 *Nontraditional Students*

Survey data on five black and ten white colleges (1965-1967) was obtained from the Validity Studies Service (ETS) and from one black and one white state-supported, liberal arts and teacher training institutions in Baltimore. Over 4000 inquiry forms to all two- and four-year institutions, a review of related studies, and case studies of selected programs also supply data on the status and nature of special collegiate programs for nontraditional students. Purpose: To investigate the extensiveness, impact, and effectiveness of special programs, and problems in selection and admissions for racial minority group students. 1969–1972.

With Edmund W. Gordon, *Survey of Institutions of Higher Education Regarding the Existence of Special Collegiate Programs for Nontraditional Students*, New York: Teachers College, 1970 (mimeo). "The Current Status of Special Collegiate Programs for Nontraditional Students," paper based on a presentation to the 137th Annual Convention of the American

Association for the Advancement of Science, December 27, 1970, Chicago. "The Relative Effectiveness of High School Grades and Standardized Test Scores for Predicting College Grades of Black Students," prepared for publication. Book manuscript to be completed by September 1972.

THOMAS, GREGORY P. Assistant Research Professor, Teaching Research Division, Oregon State System of Higher Education, Monmouth, Oregon 97361. (503) 838-1220, ext. 481.

996 *Information to Support Long-Term Manpower Studies of and Planning for Training Programs in Educational Research, Development, Diffusion, and Evaluation*

A taxonomic structure was developed from 139 interviews and questionnaires and a sample of 20 exemplary research, development, diffusion, and evaluation projects was picked as empirical reflections of the data for case-studies. Purpose: To generate information and a compendium of information for trainers and to develop a methodology and a conceptual framework to allow the continuing collection of information. June 1970–December 1971.

A series of five volumes, totaling 3250 pages, is planned: overview and data summary, compendium of related research and RDD&E literature, four conceptual frameworks of educational RDD&E, 20 case-profiles, and methodology of data collection.

U.S. Office of Education.

THOMAS, J. E. see W. H. Bragonier, 124.

THOMAS, LAMAR E. Assistant Professor, Department of Child Development and Family Relations, Box U-117, University of Connecticut, Storrs, Connecticut 06268. (203) 429-3311, ext. 494.

997 *Intergenerational Value Congruence*

This study explores through interviews the extent of congruence between a sample of 100 college students from a large eastern state university and their parents on a number of values, attitudes, and beliefs, including sex, religion and politics, and on family characteristics including family conflict, warmth, interaction and permissiveness; extent of political and religious tutoring; social class, education and other demographic characteristics. Among aspects of intergenerational value congruence to be examined are the extent of familial value congruence, both between parents and parent-child dyads, the correlates of parent-child value congruence, and a comparison of the group of college students with that of parents. Purpose: To shed light on the existence of the putative "generation gap" in the various value areas, as well as on factors in the family which enhance or hinder value transmission to children. September 1970–August 1972.

Journal articles are planned.

University of Connecticut Research Foundation, $11,000.

THOMPSON, GENEVIEVE see James E. MacWhinney, 643.

THOMPSON, MARY B. Doctoral Candidate, Administration in Higher Education, New York University. 7 West 96th Street, New York, New York 10025. (212) 222-1779.

998 *Professional Objectives of Nontenured, Non-Ph.D. Faculty Teaching Full Time in Four-year Institutions*

A survey of individual perceptions of professional objectives (including perceptions of activities or policies which facilitate or block attainment of objectives) as reported by a sample of the study population, obtained through the use of questionnaire and interviews, and to be evaluated in the light of organizational behavior theory. Purpose: To add to knowledge about faculty personnel; to extract any findings that may have implications for administrative policy and practice; and to provide a basis for further study of this segment of the faculty. May 1971–February 1973.

Dissertation planned.

THOMPSON, MARY MAGDALA see Paul L. Dressel, 275.

THORNE, BARRIE see Everett C. Hughes, 479.

TICKTON, SIDNEY G. Vice President and Treasurer, Academy for Educational Development. 1424 Sixteenth Street N.W., Washington, D.C. 20036. (202) 265-5576.

999 *Student/Teacher Ratios*

Examples of student/teacher ratios that can be used in policy decisions are being gathered by long-distance telephone interviews. Names and places will be listed and tables included showing for institutions of various sizes the differing effect on the budget of a 10:1 ratio, a 15:1 ratio, a 20:1 ratio, and a 25:1 ratio. Purpose: To prepare an action guide to help presidents of colleges and universities meet the budget squeeze. November 1971–May 1972.

A pamphlet planned in the Academy for Educational Development series.

Esso Education Foundation.

1000 *Information Preparation and Dissemination on Educational Technology*

1. A film entitled "Classroom Television: An Instrument for Educational Reform" has been produced by International Cinemedia Center with the Academy and AID, based on instructional television projects in El Salvador and Niger. 2. A handbook entitled *Educational Technology and the Developing Countries: A Handbook* has been developed by the Academy to call attention to the full planning process needed for a successful education system–including data collection, determination of objectives and priorities, curriculum development, assessment of a country's resources, organization and utilization, feedback and evaluation, and facilities cost and equipment assessment. 3. An Information Center on Instructional Technology has been established to publish newsletters and information bulletins; hold seminars for developing countries, AID, and other representatives; and collect print and nonprint materials from developing countries. Purpose: To increase international exchange of useful information and materials about innovative applications of instructional technology. July 1969–March 1973.

Film is available for showing by special arrangement. Information Center is open to visitors and written inquiries.

U.S. Agency for International Development. Special seminars supported by interested countries or assistance agencies.

1001 *Relating Communications Technology to Development*

This project focuses on problems in research on the use of educational technology, the assessment of educational effectiveness and cost implications of alternative communication systems, and strategies for applying electronic systems in agriculture, nutrition, population, and community development. Reports are being prepared in six areas: 1. priorities for research in the field of educational technology; 2. the potential of alternative communications systems for formal classroom assistance, teacher training, special education, continuing and adult education, and fundamental idea and skill training; 3. strategies for introduction and use of particular systems based on the educational needs of specific countries; 4. capital costs as well as recurrent costs such as maintenance, technicians, and material; 5. policy implications of satellite communication for educational development; and 6. the specific preparatory steps and activities countries must undertake to introduce mass educational communication systems successfully. Purpose: To assist AID in implementing the Programs for Peaceful Communication section of the Foreign Assistance Act of 1970 designed to assist developing countries in using communications technology (including radio, television, programmed teaching systems, computers, and communications satellites) for education, agriculture, health, and community development. June 1970–March 1973.

U.S. Agency for International Development.

TILL, MICHAEL J. Associate Professor and Chairman, Division of Pediatric Dentistry, 123 Owre Hall, University of Minnesota School of Dentistry, Minneapolis, Minnesota 55455. (612) 373-0301.

1002 *Factors Relating to Demand for, and Attraction, Retention, and Mobility of Dental Educators in the United States*

A survey of departmental chairmen concerning their methods for locating, evaluating, and appointing dental faculty. Purpose: To assist administrators become more effective recruiters, and a survey of appointees to dental faculties concerning the factors influencing their decision to accept or reject a position, in order to assist faculty members secure the most suitable appointment. Begun September 1969. Demand and evaluation methodologies completed December 1970. Mobility to be completed December 1972.

Report on demand and evaluation techniques available from the Council on Dental Education, American Dental Association, 211 East Chicago Avenue, Chicago, Illinois 60611.

U.S. Public Health Service.

TIEDEMAN, DAVID V. see John C. Flanagan, 338.

TILLEY, DAVID see James L. Bess, 90.

TILLERY, DALE Director, SCOPE Project, Center for Research and Development in Higher Education and College Entrance Examination Board, and Professor of Education, School of Education, Tolman Hall, University of California, Berkeley, Berkeley, California 94720. (415) 642-5459.

1003 *SCOPE: School to College: Opportunities for Postsecondary Education*

A six-year longitudinal study of student decisionmaking and outcomes: how students acquire information about colleges and vocations; the nature of parental, school, and community influences upon these decisions; when various stages in the decisionmaking process occur; and what students do after high school graduation. Data were collected yearly by questionnaires to two waves of students in California, Illinois, Massachusetts, and North Carolina: twelfth-graders in 1966 through college freshmen in 1967; and ninthgraders in 1966 through college freshmen in 1970. Purpose: To assist guidance counselors, admissions officers, and educational administrators to understand and perform their roles in the student decisionmaking process better. January 1966–Spring 1972.

Annual profiles available. Three reports planned: *Students in Need*, a longitudinal study of students during the high school years; *The Educational Aspirations of High School Seniors*, a multi-variate study of students with different educational aspirations; and *School to College: Distribution and Differentiation of Youth*, a study of the educational outcomes of the 1966-67 wave of students.

The College Entrance Examination Board, New York, approximately $800,000.

TINTO, VINCENT see Arnold Anderson, 24.

TOLLEFSON, T. A. Junior and Community College Program, National Laboratory for Higher Education, Mutual Plaza, Durham, North Carolina 27701. (919) 688-8057.

1004 *In-Service Training Materials and Techniques for Two-Year College Personnel*

Among the activities of the Junior and Community College Program of the National Laboratory for Higher Education are 1. the development, testing, and dissemination of self-instructional units to train Educational Development Officers in the systems approach to individualized instruction, the methodologies of institutional research, and skills in accelerating constructive institutional change; 2. the development of rapid, low-cost methods of evaluating instructional effectiveness through a student achievement analysis system, including a computerized scoring system which yields rapid reports and analyses of student achievement; 3. development of training materials to help administrators establish a team-oriented leadership and a climate in which college staff assume accountability for student learning; 4. development of materials to train instructors in converting their courses into individualized instructional units in the use of media in individualized instruction, and in writing higher level objectives for their individualized units of study; 5. development of a technique for setting goals and priorities that reflect and are responsive to the needs and interests of an institution's constituent groups; and 6. development of a film to inform personnel about the sytems approach to individualzed instruction and encouraging them to use it. Purpose: To develop techniques and training materials for two-year college personel.

U.S. Office of Education.

TOM, FREDERICK see Harold Cushman, 248.

TONN, JOAN C. Doctoral Candidate in Psychology-Education, University of Michigan, 2861 Golfside Drive, Apartment 55, Ypsilanti, Michigan 48197. (313) 434-0378.

1005 *Organizational Adaptability in Selected Small Colleges*

This study is being conducted in the 12-member institutions of the Great Lakes Colleges Association. Data was gathered primarily by means of questionnaires and interviews with selected respondents and significant individuals identified by them. Exploratory hypotheses derived from organizational theory and research are being used as guides to the analysis of the data. Purpose: To identify organizational behaviors that facilitate the continuous evaluation of organizational performance in terms of internal objectives and the state of the environment. April 1971–September 1972.

Dissertation and journal article planned.

National Science Foundation, $2,150.

TOPPING, JAMES Staff Associate, Development and Applications Unit, National Center for Higher Education Management Systems at WICHE, P.O. Drawer P, Boulder, Colorado 80302. (303) 449-3333.

1006 *Cost Finding Principles*

To develop costing methodologies that permit cost analysis of the various activities in higher education, it is necessary to describe precisely the various activities and their components in a manner which specifically identifies the direct cost of each activity and describes the methodology for allocating the associated support cost. Recommended costing methodologies in higher education have been developed in Phase I of the project; Phase 2 is concerned with pilot testing the recommended costing methodologies to determine their practicality and making necessary refinements. Purpose: To develop cost finding principles that will provide a set of standards, definitions, and alternative procedures utilizing accounting and statistical data to find the full cost of resources consumed in the process of producing institutional outputs, and to develop costing methodologies for the various types of awards made to institutions by the federal government. Ongoing.

Cost Finding Principles and Procedures, Preliminary Field Review Edition (Technical Report No. 26) available from NCHEMS at WICHE for $2.

U.S. Office of Education Center for Educational Research and Development, Division of Higher Education.

TREACY, JOHN J. Associate Professor and **LLOYD FRUEH** Assistant Professor, Department of Economics, Write State University, Dayton, Ohio 45431. (513) 426-6650, ext. 319.

1007 *Ohio Higher Education Financing Programs*

University, 1970 census, and school district data are being used to construct statistical estimates of demand for higher education so that price, income, and taste elasticities can be incorporated into a simulation model. Purpose: To allow predictions of the impacts of proposed policy changes such as the Ohio Plan on student enrollments, participation rates by race, and income. May 1971–August 1973.

Series of journal articles at each stage with a monograph at the end planned.

TRENT, JAMES W. Associate Professor, Graduate School of Education, University of California at Los Angeles, 405 Hilgard Avenue, Los Angeles, California 90024. (213) 825-2621.

1008 *Junior Colleges*

A survey of junior college issues and research, including case studies of students, counselors, faculty, and administration at 15 junior colleges. Purpose: To identify major needs for junior college research and information, and recommend basic data for inclusion in U.S. Office of Education surveys of junior colleges. July 1970–June 1972.

A report to U.S. Office of Education, a monograph on junior college research, and a book based on the case studies are planned.

U.S. Office of Education, National Center for Educational Statistics, $250,000.

1009 *Critical Analysis of National Survey of Two-Year Colleges*

Analysis of data from the Office of Program Planning and Evaluation's national survey of junior colleges–students, counselors, faculty and administrators. Purpose: To contribute fuller understanding of junior colleges and to assist the Office in obtaining additional information from the data. Ongoing.

Report to U.S. Office of Education and a possible monograph planned.

Office of Program Planning and Evaluation, U.S. Office of Education, $20,000.

1010 *Review of Major Youth Studies*

A critical analysis of major longitudinal and cross-sectional studies of youth already completed or presently underway, comparing and evaluating their purposes, methods, and samples, with emphasis on educational and career development. Purpose: To identify variables and items that are most diagnostic and critical for understanding youth development, especially in the high school and college years, so that these variables, with appropriate research designs and treatments, can be included in future longitudinal or panel studies; and to permit coordination and avoid duplication in any new studies to be launched. July 1970–April 1972.

Report to U.S. Office of Education and probably a monograph planned.

U.S. Office of Education, National Center for Educational Statistics, $91,000.

TROLL, LILLIAN E. Associate Professor of Psychology, Wayne State University, Detroit, Michigan 48202. (313) 577-2828 or 577-2800.

1011 *Age Bias among College Counselors*

An investigation of the amount of bias evidenced by college counselors at 30 institutions on self-report forms indicating the appropriate ages for people to engage in particular behaviors. The study is now being expanded to age bias within all the helping professions. 1968–1972.

Article with Nancy Schlossberg to appear in the *Journal of Gerontology*, 1972.

1012 *Cognitive Style Changes over Three Generations*

Members of 150 three-generation lineages (such as grandfather, father, and son) have been tested on a scale of cognitive complexity, ranging from "objectivity" through "differentiation" to "categorization" by means of responding to open-ended interviews. Differences in cognitive style between college and noncollege attenders will be one of the variables examined. 1970–ongoing.

Procedures described in "Similarities in Values and Other Personality Characteristics in College Students and Their Parents," *Merrill-Palmer Quarterly of Behavior and Development*, 15:4 (1969) 323-336 (with Bernice L. Neugarten and Ruth J. Kraines).

1013 *Differences in Cognitive Style*

The Kagan-Moss-Sigel Figure Sorting Test has been used with subjects between the ages of 14 and 90. The data will be analyzed by educational attainment as well as by age and other variables. Purpose: To distinguish different cognitive styles. 1968–ongoing.

TROW, MARTIN A. Professor of Sociology, Survey Research Center, University of California, Berkeley. 2220 Piedmont Avenue, Berkeley, California 94720. (415) 642-6575.

1014 *Surveys of Faculty Members, Graduate Students, Undergraduates, and Nonfaculty Research Personnel*

The Carnegie Commission and the American Council on Education developed questionnaire survey instruments in 1969 for use at 300 colleges and universities. Questionnaires were returned from about 60,000 faculty members, 33,000 graduate students, 70,000 undergraduates, and 3000 nonfaculty research personnel. Data on a sample of returns from faculty members, graduate students, and undergraduates, but not from nonfaculty research personnel have been analyzed in terms of seven types of institutions, stratified by "institutional quality." Purpose: To gain firm knowledge of how the people most directly affected feel about problems and issues in higher education. 1969–1972.

A report is planned on faculty, graduate students, and undergraduates with marginal distributions stratified by type of institution, as well as a book of essays by associates on the project.

Carnegie Commission on Higher Education.

TROYER, MAURICE E. Department of Higher Education, 781 Ostrom Avenue, Syracuse University. Syracuse, New York 13210. (315) 476-5541, ext. 3770.

1015 *The Climate and Organizational Structure for University Policy and Decisionmaking*

This study started with research in Japan 1960-66 on constituency perception of appropriate roles and values supportive to appropriate roles in university policy and decisionmaking, and has continued at Syracuse and extended into doctorate dissertations there by Gaudreau, Welch, Fralick, Reid, Wolk and Swarr. Purpose: To discover the nature and extent of interconstituency gaps in role and supporting value perceptions; to analyze the interaction between role and value perceptions; and to relate them to problems of organization and communication in policy and decisionmaking. 1960–June 1973.

A book is planned on factors in the climate and organization for university policy and decisionmaking.

Rockefeller Foundation, New York State Division of Higher Education, and Syracuse University Doctorate Research Grants.

TROYER, MAURICE E. and GEORGE G. STERN Co-Directors, Department of Higher Education, 781 Ostrom Avenue, Syracuse University. Syracuse, New York 13210. (315) 476-5541, ext. 3770.

1016 *Replication and Follow-up of Katz-Allport 1926 Study of Students' Values*

An up-dated edition of the Katz-Allport 1926 questionnaire about formal and informal educational experiences and socioeconomic, political, moral, ethical and religious issues was given in 1968 to 536 Syracuse University students and in 1970 to 1100 Syracuse University alumni who had responded in 1926. Purpose: To compare beliefs of students in

1926 with their beliefs as alumni 44 years later and with those of students in 1968, and thus to add perspective to the extent of stability or change in beliefs over a four-decade period. February 1968–June 1972.

The comprehensive report, IBM cards, and tapes filed in the Syracuse University Library consist of: 1. an introductory chapter by Maurice Troyer; 2. comparison of students 1926-1968 by George Dolch; 3. three-generation comparison of beliefs about the university experience by Maurice Troyer; 4. three-generation comparison and factor analysis of interacting items related to politico-economic, moral, issues and social distance by Lester Crowell; 5. three-generation comparison and factor analysis of items related to religiosity by Charles Johns; and concluding chapter by George Stern. A digest of the study planned by June 1972.

Esso Educational Foundation, $30,000.

TUCKMAN, HOWARD P. Center for Study of Education and **S. FORD** Center for Study of Urban Problems, Institute for Social Reserach, Florida State University, Tallahassee, Florida 32306. (904) 599-4570.

1017 *The Demand for Post High School Education*

A spring 1970 survey of a 20 percent random sample of graduating high school seniors in Dade County, and of the students planning to graduate from the Miami-Dade Junior College. A benefit cost model was constructed to quantify the savings from commutation, and estimates made of the effects of these savings on junior college enrollments. The benefits of attending different types of schools were analyzed in the light of student responses; the role of self-concept and of ethnicity was examined, and a technique for analyzing the probability that a student will make each of several different post high school choices was developed and is being refined. Purpose: To identify and analyze the determinants of the demand for postsecondary education with special attention to locational factors affecting student decisions. Spring 1970–February 1972.

A hardcover book in the Heath-Lexington Series planned for February 1972.

TULLY, G. EMERSON Director of Educational Research, Florida Board of Regents, 207 Collins Building, 107 Gaines Street, Tallahassee, Florida 32304. (904) 599-5434.

1018 *Post High School Plans of Florida High School Seniors*

Each fall a survey instrument on plans beyond high school is administered to nearly all of the high school seniors in Florida as part of the statewide twelfth grade testing program. Purpose: To assist educators prepare for trends in post high school enrollments and identify other plans of high school seniors. Fall of 1967–ongoing annually, with data gathering completed by November 1, and analysis completed in January or February.

A mimeographed booklet containing results is published each summer.

1019 *The General Examinations of the College Level Examination Program as an Admissions Battery to Graduate Study for Vocational Education Teachers*

Vocational teachers customarily do not enter graduate study immediately upon obtaining the baccalaureate, but instead, teach for a number of years. The Aptitude Test of the Graduate Record Examinations is currently used as an admission battery for graduate study in the state universities of Florida, but the performance of vocational teachers on the GRE is at a level to impede their flow into graduate study. The College Level Examination Program test is being given statewide to a large sample of certified vocational teachers. The graduate school success of a subsample of vocational teachers, who were admitted with a complete waiver of a specified level of test performance, will be associated with test scores and supervisors' ratings will be obtained to determine if CLEP should be substituted for GRE. Purpose: To establish test norms for vocational teachers. July 1971–June 1972.

A position paper and a mimeographed report planned.

Division of Vocational, Technical and Adult Education, Department of Education, State of Florida.

TUNNER, A. see John D. Dennison, 261.

UHL, J.N. Purdue Consumer Education Project, 567 Krannert Building, Purdue University, Lafayette, Indiana 47918. (317) 493-2251.

1020 *Consumer Education Programs in the United States*

This project included a survey of all consumer education programs allied with business and trade organizations, consumer organizations, cooperatives, unions, professional organizations, adult and higher education, the mass media, the federal, state and local government agencies as well as a sample survey of secondary school consumer education programs. The report is available in two volumes. Purpose: To identify and describe institutional sources of consumer education programs; evaluate the content, mission, techniques and audiences of these programs; and make recommendations for program improvement aimed at servicing the educational needs of consumers in the 1970's. January 1969–March 1970.

Survey and Evaluation of Consumer Education Programs in the U.S. and *The Sourcebook of Consumer Education Program* available from ERIC.

National Center for Educational Research and Development, U.S. Office of Education, $80,000.

UHL, NORMAN P. Senior College Program, National Laboratory for Higher Education, Mutual Plaza, Durham, North Carolina 27701. (919) 688-8057.

1021 *Identifying Institutional Goals*

The Institutional Goals Inventory of the Educational Testing Service has been used in a pilot project with the Delphi technique as a means to promote convergence of opinion on goals among institutional constituencies. Evidence indicates that this instrument and technique can identify and promote agreement on goals for institutions or for schools or departments within institutions. Purpose: The National Laboratory for Higher Education is attempting to identify procedures to help colleges and universities establish goals which enjoy broad support among diverse constituent groups, thus reducing tensions caused by conflicting demands upon institutions. Ongoing.

"Identifying Institutional Goals: Encouraging Convergence of Opinion Through the Delphi Technique," National Laboratory for Higher Education Monograph No. 2, 1971.

URBACH, FLOYD D. United States International University, P.O. Box 1028, Corvallis, Oregon 97330.

1022 *Technological Applications Project*

Survey and analysis to identify, locate, and classify instructional systems. Purpose: To design and create National Depositories for Instructional Systems for all levels of education. July 1971–June 1973.

URIE, ROBERT M. Director, Rehabilitation Services, St. Andrews Presbyterian College, Laurinburg, North Carolina 28352.

1023 *Student Aides for Handicapped College Students*

This study tested the effect of 125 student aides on 62 handicapped students along a series of variables including academic status and progress, physical progress, psychological status and change, social adjustment and attitudinal changes, and vocational status. Purpose: To determine to what extent a small college could serve the handicapped and, in particular, with student peers as aides to the handicapped. 1969-1974.

Offset report, *Student Aides for Handicapped College Students*, July 1971.

Social and Rehabilitation Service, Health, Education and Welfare and The Mary Duke Biddle Foundation.

VALLEY, JOHN R. Director, College-Level Placement and Equivalency Programs, Educational Testing Service, Princeton, New Jersey 08540. (609) 921-9000, ext. 2252.

1024 *Inventory of External Degree Plans and Proposals*

An ongoing investigation of all proposals and suggestions for new nontraditional degree programs (frequently referred to as external degree programs). Letter, telephone and personal direct and indirect contact have been established with individuals, institutions or agencies known or reported to be interested in the establishment of such programs. Purpose: To assist educators with information of developing programs, and to provide a communication link among developers of new external degree programs and between these programs and the Commission on Nontraditional Study and the joint ETS-CEEB Office of External Degree Plans. Summer 1970–ongoing.

"An Inventory of External Degree Programs and Proposals," March 3, 1971; "Supplement to an Inventory of External Degree Programs and Proposals," May 7, 1971; "External Degree Programs," a chapter in

Explorations in Nontraditional Study, Jossey-Bass, April 1972.

Educational Testing Service and College Entrance Examination Board.

VAN DUSEN, ALBERT C. Secretary of the University and ROBERT C. BRICTSON Director of Research Programs, University-Urban Interface Program, Office of the Secretary, Cathedral of Learning 123, University of Pittsburgh, Pittsburgh, Pennsylvania 15213. (412) 621-3500.

1025 *University-Urban Interface Program*

An action-research effort designed to study, chronicle, and evaluate actual and possible community relations activities of a major urban institution of higher education during time of change. The Program incorporates five major projects: Minority and Community Services, Campus Development, Communications, Emerging Goals, and Governance. Purpose: To provide generic guidelines for other universities or groups as well as assisting the University of Pittsburgh assess and improve its own community relations. July 1969–June 1973.

Various case studies and monographs are appearing during the course of the Program including: *Phase II Interim Report,* June 1971; *The Student Consultant Project (SCP): A Case Study of Student Involvement and Social Action,* September 1971; and *The Pittsburgh Goals Study, A Summary,* October 1971. Interim reports are published at the end of each fiscal year. The final report in June 1973 and several books and articles are planned.

U.S. Office of Education.

VANEK, HENRY G. Director, Dental Education Reserach, Office of the Dean, School of Dentistry, Meharry Medical College. Nashville, Tennessee 37208. (615) 256-3631.

1026 *Discrimination Training Emphasis versus Motor Practice Emphasis in Teaching the Use of Dental Rotary Instruments*

Ninety undergraduate University of Pittsburgh students were divided into three groups according to scores and manual dexterity test and used high and low speed dental handpieces and one of three levels of training emphases–verbal and visual discrimination with only a brief handpiece familiarization session, "hands-on" practice with instructors, and a combination–to perform a simulated dental task. Discrimination training resulted in criterion performance at the .10 level of confidence, with times savings at the .01 level. High speed handpieces also saved time. Purpose: Because proposed new methods of health care delivery may deprive the student and the dentist of clinical experiences which lead to discriminative skill in criterion evaluation of performance by paraprofessionals, and because training in discrimination is not a controlled experience in many dental schools, contingency management applied to process and product discriminations alone was tested. June–December 1971.

Dissertation plus article for an appropriate journal.

National Institutes of Health.

VAN WIJK, A. Principal, Systems Research Group. 252 Bloor Street West, Fifth Floor, Toronto, Ontario. (416) 946-8411.

1027 *Emergent and Future Role of the Colleges of Applied Arts and Technology of Ontario*

Examination by means of extensive interviews, data collection, and computer analysis of the administrative and decision-making structure of the Colleges of Applied Arts and Technology, as well as the make-up of their student body, staff, and program structures. Purpose: To aid the Wright Commission–a Special Commission on Post-secondary Education appointed by the Ontario Department of Education–in formulating recommendations to the Ontario government concerning the future of the CAATs. July–November 1971.

Report available through the Wright Commission.

Wright Commission.

1028 *A Cost Simulation Model for York University*

Building on the experience gained in the development of various CAMPUS models, the Systems Research Group has entered into a contract with York University. Purpose: To develop and implement a large scale simulation model that will provide York with an analytical capability to cost-out current programs and possible future alternatives. November 1971–September 1972.

Project report available September 1, 1972.

York University.

1029 *Development and Implementation of a Planning and Budgeting Information System*

Development and implementation for the Ontario system of 20 community colleges and the Ontario Department of Universities and Colleges of a simulation model with supporting information systems, systematic procedures for the development of annual budgets and six-year master plans, and educational programs and documentation for the effective use of the analytical systems within the framework of the standard procedures. Purpose: To permit effective planning and management of available resources. April 1970–April 1973.

Interim project reports, April 1971 and April 1972; project report planned April 1973.

The individual colleges and the Department of Universities and Colleges.

VOGT, KARL E. Dean and HARRY J. LASHER Assistant Dean, College of Business Administration, Bowling Green State University. Bowling Green, Ohio 43403. (419) 372-2747.

1030 *Predictiveness of Student Evaluation of Teaching Effectiveness*

Statistical analyses of five quarters of student evaluation of faculty related to variables such as professorial rank, age, degree, tenure versus nontenure, course load per quarter, number of preparations, class size, and student grades in the course. Purpose: To determine 1. the relationships of environmental and personal variables in student assessment of teaching effectiveness, 2. the feasibility of using these assessments as one input for the distribution of rewards, and 3. the impact of student evaluation on faculty performance in the classroom; and to assist other institutions develop performance measurement instruments related to faculty effectiveness in the classroom. August–December 1971.

VOSS, J. H. 212 Home Economics Building, University of Nebraska. Lincoln, Nebraska 68503. (402) 477-8711.

1031 *Perceived Parent-Child Relationships, Parent-Child Value Systems, and Personality Development*

A longitudinal study of students utilizing a battery of questionnaires administered during each of the four college years. Parents of the students are also asked to complete two questionnaires concerning their values and personal characteristics and relationships with their children. Purpose: To explore relationships between perceptions of parent-child interaction, value patterns of students, value patterns of their parents, and personal-social adjustment of students; and to determine the relative stability of value patterns and personal characteristics during the college years. 1969–1974.

A final report planned.

Department of Agriculture, Cooperative State Research Service, Nebraska.

VREELAND, REBECCA S. Associate Professor of Sociology, University of Nevada. Reno, Nevada 89507. (707) 784-6647.

1032 *Male and Female Role Perceptions of College Students*

Attitudes of college males and females about each other, about dating, and about expected characteristics of mates and marital roles, gathered from a longitudinal study of Harvard students from 1964 to 1969, a survey of Harvard freshman and seniors in 1970, and a sample of Reno University of Nevada freshmen and seniors in 1971. Purpose: To determine sex role perception of college students. 1964–ongoing, with increased attention to attitudes of adults.

"Is It True What They Say about Harvard Boys?" *Psychology Today,* 5:8 (January, 1972) 65-68; "Sex at Harvard," *Sexual Behavior,* 2:2 (February, 1972) 4-10; additional articles planned.

National Institute of Mental Health.

Impact of Harvard Departments and Houses on Student Values and Attitudes, see Charles E. Bidwell, 93.

WACHTEL, PAUL Assistant Professor, City College of New York, and Research Associate, National Bureau of Economic Research. 261 Madison Avenue, New York, New York 10016. (212) 682-3190.

1033 *Quality of High School Education and Its Effect on the Rate of Return*

Measures of school inputs by school district (expenditures, teacher characteristics, etc.) are being collected from Office of Education sources. The data will be combined with the 5000 economic-social histories of the National Bureau of Economic Research-Thorndike respondents to examine the effects of school quality on income and on higher education attainment. Purpose: To examine which aspects of schooling have an effect on subsequent academic performance and on earning power. July 1971–December 1972.

U.S. Office of Education.

WADE, GEORGE H. Survey Sponsor, Academic Operations Section, Higher Education Surveys Branch, National Center for Educational Statistics. Room 2136, U.S. Office of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202. (202) 962-7301.

1034 *Opening Fall Enrollment, 1971*

Annual survey (OE Number 2300-2.3-1) within HEGIS VI, of all institutions of higher education eligible for listing in *Education Directory: Higher Education.* Separate figures are requested for full-time and part-time men and women students, broken down by status classifications (undergraduate, first-professional, graduate students, etc.) for resident and for extension degree-credit students and for nonbachelor's-degree-credit students. *Annual, mailed Summer 1971; due back November 1, 1971.*

Publication expected.

U.S. Office of Education.

WAGGAMAN, JOHN S. International Development Research Center, 1005 East 10th Street, Indiana University. Bloomington, Indiana 47401. (812) 337-8596.

1035 *Evaluation of Projected Demands for Higher Education*

A survey of research literature on individual choice, institutional flow and state or regional patterns of attendance and analysis of current and historical enrollment forecasts. Projection methodologies will be evaluated to determine implicit assumptions, and suggestions for improving existing methodologies will be offered. Purpose: To bring together information related to enrollment and planning for higher education; lay out the philosophical biases in particular projection methodologies, and provide information to help reduce forecasting error. December 1971–July 1972.

WAGONER, JENNINGS L. Associate Professor of History of Education, School of Education, University of Virginia. Charlottesville, Virginia 22903. (703) 924-7161.

1036 *Charles W. Eliot at Harvard, 1869-1909*

A collection of the major reform writings of President Charles W. Eliot of Harvard, including excerpts from personal correspondence and annual reports as well as published essays and speeches, with an extended introduction by the editor. Purpose: To analyze Eliot's educational philosophy and to place his efforts at reform as president of Harvard in historical perspective. September 1971–December 1972.

A paperback book is planned.

WALES, TERRANCE see Paul Taubman, 982.

WALKER, GEORGE H., Jr. Professor of Education, School of Education, Central Michigan University. Mount Pleasant, Michigan 48858. (517) 774-3820 or 828-5890.

1037 *The Introductory Graduate Research Course in Mid-Western Colleges and Universities*

A winter 1971 questionnaire survey of introductory graduate research courses in Midwestern institutions offering master's level work in education. Purpose: To find ways and means of improving Central Michigan's course in methods of educational research and to make the findings available to interested persons. 1971–1972.

A periodical article planned.

WALKER, JIMMY R. Associate Professor of Educational Psychology and Guidance, The University of Texas at El Paso. El Paso, Texas 79968. (915) 747-5588; and **LAWRENCE S. HAMILTON** Dean of Students, The University of the Americas, Puebla, Mexico.

1038 *Chicano-Black-Anglo Encounter; Using the Encounter Group to Achieve More Effective Communication and Understanding among Three Racial Sub-Groups*

Four chicano, four white, and six black students, along with the two researchers, participated in an 18-hour weekend encounter group. A video tape was made of the entire 18 hours. The tapes were then analyzed and selected verbal and nonverbal behaviors were charted to determine whether changes occurred over time in the various concomitants of communication and understanding. Purpose: To lessen tensions, destroy stereotypes, promote self-acceptance and acceptance of others; and to delineate behaviors that could serve as the basis for further research. December 1970–January 1971.

Final report, January 1972, available

from Jimmy R. Walker. One or more articles will be submitted to a journal.

WALKER, NORMAN W. see Jack I. Bardon, 62.

WALKER, WILLIAM see George G. Stern, 959.

WALLACE, T. DUDLEY Professor of Economics and Statistics, and **LOREN IHNEN** Professor of Economics, North Carolina State University at Raleigh. Box 5368, Raleigh, North Carolina 27607. (919) 755-2604.

1039 *Impact of the Loan Market on Educational and Career Decisions*

This study uses human capital accumulation-type models to determine the impact of the loan market on the end of individuals' specialized training, and particularly the alteration in their life cycle if they have or do not have access to the loan market. Purpose: To determine the effect of alternative forms of financing higher education on decisions people make about higher education, such as time spent in school, career goals and graduate education. August 1971–ongoing.

Report planned in Spring 1972.

WALLHAUS, ROBERT A. Director, Research Unit, National Center for Higher Education Management Systems at WICHE. P.O. Drawer P, Boulder, Colorado 80302. (303) 449-3333.

1040 *Future Planning and Management Systems in Higher Education*

A panel of over 400 people, including educators, legislators, governors, association executives, students, and education writers is being surveyed by means of the Delphi technique regarding the changes they foresee. Purpose: To identify the changes that are likely to occur in higher education in the future, and to assess the potential impact of these changes on the work and plans of NCHEMS. (For example, expansion of the "University Without Walls" concept would have implications for NCHEMS' space analysis and facilities classification work.) 1971–ongoing.

Summary report on likely changes will be ready in Summer 1972. Follow-up surveys may be conducted to learn of changes in the panel's view of the future and will be published later.

Ford Foundation grant to NCHEMS at WICHE for the Research Unit.

WALLING, HARRY G. Project Director, Temporary State Subcommittee on Youth Education in Conservation, Room 122, School of Education, State University of New York at Albany. 1400 Washington Avenue, Albany, New York 12203. (518) 457-7435.

1041 *A Statewide Plan for Environmental Education*

An interview survey of all organizations thought to be involved in or interested in environmental education activities was conducted in September 1971 and led to meetings this winter to decide on the role of each organization in an over-all plan. Purpose: To initiate a fully-funded comprehensive state program of environmental education. August 1971–June 1972.

A paperbound report planned.

New York State Environmental Education Act and New York State Senate.

WALSH, FREDERICK J. Center for the Study of Higher Education, New York University. 635 East Building, Washington Square, New York, New York 10003. (212) 598-2788.

1042 *Effects of Fiscal Controls Employed by State Systems of Public Higher Education*

Questionnaires have been received from 39 states that have coordinating or governing boards for public higher education. Data have also been gathered from a sample of institutions in those states relating to the kinds of fiscal controls under which they operate and the effects of the controls on their programs. Purpose: To determine the effects of fiscal controls upon efficiency and effectiveness. November 1971–June 1972.

WARD, FORREST E. Director of Graduate and Professional Programs, Coordinating Board, Texas College and University System. 4200 North Lamar, Suite 204, Austin, Texas 78756. (512) [illegible]741.

1043 *Planning Expansion and Improvement of Nursing Education in the State of Texas*

This project involves a survey of the present status of delivery of health services in

Texas as it relates to the need for nursing personnel. Changes in the role of the nurse will be assayed and recommendations made regarding educational needs of the nurse to meet these changing demands. The project utilizes existing statistics on population characteristics, health manpower, utilization of health services, and educational facilities, but develops additional instruments to investigate areas of special interest. Purpose: To develop a planning tool for Texas nursing educators that will be of assistance in identifying the optimum future growth rate of existing programs; identifying where additional programs are needed; and developing new types of nursing programs to keep pace with changing demands of health care delivery. September 1971–August 1974.

A paperback report planned.

U.S. Public Health Service and the State of Texas, $220,000.

WARFIELD, JOHN see Charles Johansson, 499.

WARREN, JONATHAN R. Research Psychologist, Educational Testing Service. 1947 Center Street, Berkeley, California 94704. (415) 849-0950.

1044 *Development of Junior College Questionnaire, "Student Reactions to College"*

Interviews and conferences with junior college students, faculty members, and administrators were used to develop this questionnaire concerned with student perceptions of their college experiences, which has been tried with 6500 students at 27 junior colleges. Data from the trial administrations are being analyzed to determine variation in the types of concerns expressed by different kinds of junior college students, such as day and evening students, veterans and nonveterans, older and younger students, etc. The questionnaire provides information on the collective perceptions of their college experiences by students at a particular college; it does not provide information on individual students. Purpose: To improve communication between junior college students and staff and thus improve junior college instruction. January 1969–December 1971.

Final report: The questionnaire will be commercially available in early 1972. A report and manual will also be available at that time from the Institutional Research Program in Higher Education, Educational Testing Service, Princeton, New Jersey 08540.

College Entrance Examination Board and Educational Testing Service.

1045 *Descriptors of Academic Performance*

Some 300 faculty members at 15 California colleges and universities wrote one-paragraph descriptions of what distinguished a good student and a poor student from ordinary students in one of their classes. Content analysis of these descriptions led to the construction of a set of descriptors of academic performance, such as the ability to apply knowledge to the solution of problems, to synthesize and generalize, or to probe for clarification, and a sensitivity to language. Purpose: To learn how the definition of successful academic performance varies among different types of courses in different fields and among teachers with different views regarding college teaching; to identify the kinds of performances or capabilities that faculty members expect to distinguish the college-educated from others; and thus to approach a definition of what the awarding of a college degree is intended to certify. March–November 1971.

Report, February 1972, available through Western College Association or Educational Testing Service.

Western College Association and Educational Testing Service.

1046 *Prediction of Chicano College Achievement*

Aptitude test scores, high school grades, and college grades are being recorded for samples of chicano and non-chicano students at three California state colleges. The predictability of college performance among chicano and non-chicano subgroups will be compared. Purpose: To determine the validity of current procedures for predicting the college achievement of chicano students. June–December 1971.

Anticipated publication: report available through Educational Testing Service, Princeton, New Jersey 08540.

College Entrance Examination Board and Educational Testing Service.

WARRINER, CHARLES K. Professor of Sociology, Department of Sociology. University of Kansas, Lawrence, Kansas 66044. (913) 864-4111.

1047 *Professional Commitment and Institutional Loyalty as Factors in Faculty Role Performance*

The consequences of four basic types of college faculty orientation–cosmopolitan, local professional, local institutional, and alienated–for faculty role performance are being examined with respect to 1. activity emphasis (teaching, research, university administration, professional society, government, public service); 2. activity consequence emphasis; and 3. exploitive or supportive relations with student and colleagues. Data were collected by questionnaire from faculty of four universities and graduate students at two universities as part of a research program designed to investigate the sources of strain in universities and to increase understanding of student unrest and other symptoms of educational problems. Purpose: To test the hypothesis that variations in role performance of faculty members are associated with differences in orientation to the profession and loyalty to the local institution. 1970–March 1972.

Several preliminary reports are available in manuscript form. Journal article and monograph are in preparation. Student data will be reported in a doctoral dissertation by David Sutherland.

National Center for Educational Research and Development. U.S. Office of Education.

WARTGOW, JEROME F. Assistant to Director, Office of Institutional Research, University of Denver. Denver, Colorado 80210. (303) 753-3400.

1048 *Utilization of Computer Simulation Models in the Administration of Higher Education*

On eight selected campuses that have implemented either the CAMPUS, HELP/PLANTRAN or SEARCH simulation systems, interviews are being conducted focusing on the reasons for their adoption, the problems and difficulties encountered in their implementation, the means of utilization by various administrative personnel, and the extent to which simulation has met the objectives established by the respective institutions. Findings will be reported in a case study format. Purpose: To assist administrators planning to implement one or another of the simulation models in the near future. February 1971–May 1972.

Dissertation.

WEATHERFORD, SIDNEY Professor of Education and Director of Institutional Research, Bureau of Institutional Research, University of Southern Mississippi. Southern Station, Box 5167, Hattiesburg, Mississippi 39401. (601) 266-7311.

1049 *Longitudinal Study of the 1966-67 Freshman Class of the University of Southern Mississippi*

By use of academic and personnel records as well as questionnaires to institutions receiving the University's transfers, this study will seek as much information as possible about those students who entered the University as freshmen in 1966-67. Purpose: To determine if there is a drop-out problem at the University and, if so, to determine the nature of the problem; determine if the drop-out situation is different from comparable institutions; determine the differences between those who graduate and those who drop out; identify those factors related to academic success graduation at the University; and to develop a prediction table by use of the multiple correlation technique. September 1971–May 1972.

Offset report planned.

WEATHERSBY, GEORGE B. Associate Director, Office of Analytical Studies, Office of the President, 261 University Hall, University of California. Berkeley, California 94720. (415) 642-1383.

1050 *Analytical Models for Educational Planning*

The development of descriptive and optimizing models. Purpose: To assist educational administrators in planning and budgeting, including enrollment forecasting, revenue forecasting, cost estimation, and evaluating the quantitative effects of academic programs. 1965–1972.

With M. C. Weinstein, "A Structural Comparison of Analytical Models for University Planning," Paper P-12; "The Development and Application of a University Cost Simulation Model," Discussion Paper No. 7; both available from the Ford Program for Research in University Administration, Office of Analytical Studies, 261 University Hall, University of California, Berkeley, California 94720; "Tools and Techniques for Planning and Resource Allocation in Higher Education," paper presented at the National Forum on New Planning and Management Practices in Higher Education, Denver, Colorado, January 26-28, 1972.

Ford Foundation Program for Research in University Administration.

1051 *Implications for Higher Education of Manpower Trends*

Analyses of manpower supply and demand trends in general—as opposed to those of only scientific and professional manpower—involving a critical evaluation and estimate of current conditions and of the implications of these conditions and trends for institutions of higher education at the undergraduate as well as graduate level. Purpose: Techniques will be developed to permit educational planners to incorporate manpower analyses at less than national levels in their program planning. 1971—ongoing.

Ford Foundation Program for Research in University Administration.

1052 *Education Production Functions or Resource Efficiency Analysis*

Since economists have known for decades that unit costs analyses are inadequate for measuring educational efficiency, techniques must be developed to determine the efficient surface of production. By using the experience of one institution over time or several at one time, or some combination of these two methods, relative efficient surfaces of production—the maximum likely level of output—can be determined. Purpose: To develop techniques that will aid in determining the efficient surface of production. 1972—ongoing.

Ford Foundation Program for Research in University Administration.

1053 *Implementing Improved Planning and Management for Institutions of Higher Education*

Analysis of the process of implementing new concepts and forms of planning and management within higher education; surveys of the tools, techniques, and resources available for use by planners and administrators; and recommendations and assistance to planners and administrators in implementing these new procedures. 1969—ongoing.

"Educational Planning and Decision Making: The Use of Decision and Control Analysis," Paper P-6; "Analysing University Decision Problems," Discussion Paper No. 8; "Decision Analysis for University and Other Public Administrators," Discussion Paper No. 2; "Preference Structures, Group Decision Making, and Linear Systems in Public Sector Decision Analysis," Discussion Paper No. 3; and "Mathematical Analysis for Public Sector Decision Problems," Discussion Paper No. 4; all available from the Ford Program for Research in University Administration, Office of Analytical Studies, 261 University Hall, University of California, Berkeley, California 94720.

Ford Foundation Program for Research in University Administration.

WEBB, SAM Dean of the Division of Graduate Studies and Research, and Professor of Psychology, Georgia Institute of Technology, Atlanta, Georgia 30332. (404) 894-2545.

1054 *Effects of Interinstitutional Seminar on the Dimensions of Teaching*

Students in science and engineering at Georgia Institute of Technology and in the humanities and social sciences at Georgia State University participate in a ten-week seminar program. Attitudes toward teaching among students who have taken this seminar are being compared to those who have not. Purpose: To investigate goals of teaching in particular subject areas, lesson planning, grading and testing, and educational accountability (the relation of research activities to good teaching) and then apply this knowledge to courses that they might teach. Spring 1971—Fall 1972.

WEBB, SAM and HULTGREN, DAYTON, Former President of Macalester College.

1055 *Special Interest Inventory: Church-related Occupations*

The Education Testing Service Inventory of Religious Activity and Interest was given to theological school alumni ten years after graduation, and their interest in certain parts of the curriculum, their field activities, and career decisions were compared with data from high school and college students. Findings suggest that different scoring keys are needed on such an interest test in relation to the age and maturity of the respondents. Purpose: To find elements that distinguish people in different areas of theological occupations and to use step-wise validity to fill the gaps between prediction and choice. 1958—1972.

Article in professional journal and a monograph planned.

WEBB, SAM and NOWAK, JOHN Doctoral Student, Department of Psychology, Georgia Institute of Technology, Atlanta, Georgia 30332. (404) 894-2545.

1056 *Performance of Laboratory Assistants*

A critical incident study, involving class visits, student evaluation of lab assistants and evaluation by professors, to get grass-roots opinion on the efficiency of laboratory assistants. Factor analysis will compare dimensions of the position with classroom teacher descriptions. Purpose: To aid in the improvement of graduate teacher-training seminars. Summer 1971–ongoing.

Pamphlet, *Instruction for Graduate Laboratory Assistants*, and journal articles planned.

WEIDMAN, JOHN C., II Principal Researcher, 203-F Burton Hall, University of Minnesota. Minneapolis, Minnesota 55455. (612) 373-5608.

1057 *The Effects of Academic Departments on Changes in Undergraduates' Occupational Values*

Analysis of the effects of academic departments in American colleges and universities on changes between junior and senior year in students' values concerning occupational success, financial security, and types of occupational settings and activities, using student data from the American Council on Education 1966 freshman survey and joint American Council on Education-Carnegie Commission 1969 undergraduate survey, and faculty data from joint American Council on Education-Carnegie Commission survey in 1969. Purpose: Findings might be used to arrange educational settings to maximize effects on students or by prospective students to select types of institutions or majors conducive to the development of particular occupational values. November 1971–June 1972.

U.S. Office of Education Regional Research Program.

WEISMAN, LAWRENCE Department of Occupational Education, School of Engineering and Technology, Southern Illinois University. Carbondale, Illinois 62901.

1058 *Institutional Activities Related to the Special Learning Needs of Educationally Disadvantaged Students in Community Junior Colleges*

A survey of pertinent research was made in order to categorize all possible activities in which a community college could engage that would benefit disadvantaged students. An inventory form was developed for assessing actual practices in ten selected colleges in Florida. Purpose: To assist in the development of programs for disadvantaged students by demonstrating the interdependence of various activities with reference to research, and by assessing the strengths and weaknesses of Florida community college programs for these students. September 1970–June 1972.

Dissertation planned.

Division of Community Colleges, Florida Department of Education and Florida State Advisory Council for Vocational and Technical Education.

WEISS, SUSAN Research Associate, Association of Schools of Allied Health Professions. One Dupont Circle, Suite 300, Washington, D.C. 20036. (202) 293-3422.

1059 *Inventory of Allied Health Programs in Four-Year Colleges and Universities*

In February, 1971, 1808 college presidents and chancellors were asked to list the allied health programs at their respective institutions along with the names and addresses of the persons administratively responsible for the programs. Questionnaire II, requesting detailed program information, was mailed in May, 1971, to individual program directors. Purpose: 1. to assist policy makers in planning for health care; 2. to aid analysts in projecting trained professional manpower supply in the allied health field; 3. to help administrators plan educational programs to meet professional and other occupational manpower requirements; and 4. to provide reference information to educators and counselors about programs available in the allied health field. October 1969–April 1972.

Publication of the directory is anticipated in Summer, 1972. For further information on the project, please contact: Miss Laura Mae Kress, Information Officer, Division of Allied Health Manpower, National Institutes of Health, Building 31, Room 3C-35B, 9000 Rockville Pike, Bethesda, Maryland 20014.

Bureau of Health Manpower Education, Department of Health, Education, and Welfare.

WELCH, CLAUDE Dean, Graduate Theological Union, 2465 Le Conte, Berkeley, California 94709. (415) 841-9811.

1060 *Undergraduate Religious Studies*

In preparing a report on the status and prospects of religious studies in undergraduate colleges, data were obtained by questionnaire from four-year institutions and community colleges regarding their programs, areas of content, and staff in religious studies. Results are included in the report, which interprets the current situation, calls attention to innovations and changes, and projects future needs for faculty. June–November 1971.

Report tentatively titled *Religion and the Undergraduate Curriculum* scheduled for publication February 1972 by the Association of American Colleges, 1818 R Street N.W., Washington, D.C. 20009.

Edward W. Hazen Foundation and National Endowment for the Humanities.

WELCH, WILLIAM W. Research Assistant, Office of Institutional Research, University of Michigan. 6074 Administration Building, Ann Arbor, Michigan 48104. (313) 764-9254.

1061 *Program Costs*

Two studies are underway for the Michigan Council of State College Presidents. One concentrates on faculty salary costs of degree programs only. The second tests procedures to allocate all costs to all institutional programs, including instructional programs. Departmental contributions to university programs were designated for three departments in each university by university representatives and department chairmen. Procedures to allocate costs to these programs are now being studied. Purpose: To test procedures for determining programs and program costs in public four-year institutions in Michigan as alternatives to present cost study methods. July 1970–Winter 1972.

No publication planned.

1062 *Student Budgets*

In the fall of 1970 some 2000 students at the Ann Arbor campus of the University of Michigan responded to a questionnaire concerning their expenditures, income, and financial resources. Responses were analyzed for differences between demographic groups to assist the Office of Financial Aid in constructing financial aid standard budgets. The survey will be duplicated at the University's Flint and Dearborn campuses to reveal special circumstances of commuter campuses. Purpose: To aid in determining the optimal structure and content of standard budgets for use in student financial aid decisions. April 1971–June 1972.

An article or a paper planned.

WELLES, JOHN C. Assistant to the Dean of Students and Leadership and Human Relations Trainer, Student Activities Office, Social Sciences Building, Room 110, Queens College. Flushing, New York 11367. (212) 445-7500, ext. 472.

1063 *A Psychometric Method of Measuring Community Orientation in a College Residence Hall*

Through test-retest and other psychometric measures an attitude scale was constructed. Purpose: To measure the degree to which college students hold "community orientation" attitudes and values about the places in which they live–the college residence halls. September 1969–July 1971.

Dissertation, University of Massachusetts, July 1971.

University of Massachusetts.

WELLS, JOSEPH P. Executive Assistant to the Chancellor, Office of the Chancellor, City University of New York. 535 East 80th Street, New York, New York 10021. (212) 360-2121.

1064 *Freshman Seminars: The Diffusion of a Curricular Innovation in American Higher Education*

A survey of 302 of the 375 four-year colleges and universities in the United States in 1968 having freshman seminar programs to learn their scope and the impetus for their creation. Of the 302, only 150 offered seminars for full academic credit and in an academic subject (rather than as orientation), limited in size to 20 students or less. For these 150, the source of the idea of offering freshman seminars was analyzed, and the influence of neighboring and prestigious institutions was assessed. In general the idea diffused almost exclusively "downward" from high prestige to lower prestige institutions, although the influence of neighboring institutions that had adopted the idea appeared to be more important than most colleges cared to admit. Purpose: To provide insights into how a curricular idea is transmitted among institutions of higher education and into the forces that produce change in higher education; and to contribute to the study of the diffusion of innovations. 1967–1972.

Ed.D. dissertation, Teachers College, Columbia University, and journal articles planned.

WENNINGER, J.C. Vice President for Development and Public Affairs, LeTourneau College. Longview, Texas 75601. (214) 753-0231.

1065 *Attitudes of Clientele toward the Program of Higher Education of the Christian and Missionary Alliance*

A survey of the attitudes of constituencies of the Christian and Missionary Alliance (a Protestant denomination) toward the donomination's four colleges and a developing seminary program. A 67-item questionnaire was mailed to members, college students, parents, alumni, clergymen, missionaries and laymen—to examine the sources and character of their knowledge regarding the Christian and Missionary Alliance's program of higher education; to probe their judgments concerning the values of the present program; and to elicit their ideas for the program's future development. Purpose: To provide those who determine educational policy with useful data for their decision-making, and future researchers with comparative data for related studies and with a useful model for research by other institutions. Summer 1969–December 1971.

Dissertation and internal reports to denomination.

WHEELER, WILLIAM T. Assistant Professor of Mathematics, Abraham Baldwin Agricultural College, Tifton, Georgia 31794. (912) 382-3057.

1066 *Institutional Research among Member Institutions of the National Association of State Universities and Land-Grant Colleges*

A questionnaire was sent in 1970 to all members of the National Association of State Universities and Land-Grant Colleges seeking information about their Institutional Research programs in three major areas: organization of the Institutional Research office, function of Institutional Research, and trends and evaluation of Institutional Research on each campus. Purpose: By using several methods of grouping the responding institutions, the effect of organizational position on the output of Institutional Research was determined. April 1970–Janaury 1971.

Dissertation, Florida State University planned.

WHINFIELD, R. W. Associate Professor, Department of Higher, Technical and Adult Education; Director, Vocational Educators Fellowship Program, University of Connecticut, U-93, Storrs, Connecticut 06268. (203) 429-3311, ext. 763.

1067 *Characteristics of Students Enrolled in Connecticut Regional Vocational-Technical Schools*

A survey of students seeking admission to Connecticut's Regional Vocational-Technical Schools to compare: admitted with rejected students, dropouts with completers, and college bound with noncollege bound graduates. Purpose: To determine the need for changes in admission and retention policy, curriculum and staff and provide a data base for continual study. November 1971–ongoing annually.

Summary printed report planned for each June.

Division of Vocational Education, State Department of Education.

WHITLA, DEAN K. Office of Tests, 11 University Hall, Harvard University, Cambridge, Massachusetts 02138. (617) 495-1381.

1068 *Attitudes Regarding Instruction at Harvard*

Questionnaires have been sent to Harvard and Radcliffe alumni of the classes of '46, '61, and '66, to half of the present undergraduates, to all of the fall 1971 freshmen, and to students in Harvard graduate schools participating in the study, concerning their expectations for learning, their own personal educational priorities, their preferences towards styles and patterns of learning, their opinions about Harvard faculty and students, their sources of frustration and satisfaction at Harvard, and their attitudes toward requiring various courses and possible changes in general education, teaching and instruction, and College facilities. In addition, faculty members were asked about their faculty activities; students in a sample of 40 courses in the College were asked their reactions to that course and to current undergraduate requirements and about their study habits; and 75 students have been interviewed in detail. Purpose: To make available a comprehensive body of information about faculty and students' educational goals and their views of Harvard's instruction and curriculum for the use of committees and other groups presently reviewing the University's climate of instruction and curricular arrangements. 1970–1972.

Internal memoranda only so far; book planned in 1972.

Esso Education Foundation.

WICKENS, DAVID L. Associate Director and **GILKESON, ELIZABETH** Director, Head

Start–Follow Through Project, Bank Street College of Education, 610 West 112th Street, New York, New York 10025. (212) 663-7200.

1069 *Classroom Analysis System*

Development of an in-service training system. Purpose: To assist teachers to function in an oen system classroom, including components for child observation, child interviews, and individual and small group testing, to be used by the teacher in the classroom. September 1971–August 1972.

Mimeographed manual with materials planned.

U.S. Office of Education.

1070 *Cooperation in Reorganizing Primary Education*

A study of how local school systems adopt new educational models for kindergarten through third grade and implement them through systematic assistance from a sponsor and a local support system. Purpose: To assist persons interested in implementing open classroom educational programs. September 1971–September 1972.

Mimeographed report planned.

U.S. Office of Education.

WIGHTON, J. L. Faculty of Engineering, University of Saskatchewan, Regina Campus, Regina, Saskatchewan. (306) 584-4705.

1071 *Engineering Laboratory: Facilities and Operations*

Procedures are being developed for teaching students to "program" their lab work, and operate on an "open lab" basis, by mixing unlike lab programs–e.g., material science, civil engineering hydraulics and chemical engineering–in the same space and possibly at the same time. Implications are being drawn for construction of engineering laboratories in the future. Purpose: To improve the function and cost performance of engineering lab facilities and in the academic programs carried out in those facilities. Ongoing.

No publication planned.

WILCOXON, CLAIR DUANE Librarian, Normandale State Junior College, 9700 France Avenue South, Bloomington, Minnesota 55431.

1072 *Use of Libraries for Freshman English Research Papers in a Suburban Junior College*

All freshman English students completed a questionnaire indicating previous library experience, activities in searching for information, and reported on where they found the items listed in their bibliographies. This information will be analyzed in terms of Clark and Trow's typology of student subcultures. Purpose: To improve the resources and services of Normandale State Junior College's library based on the needs of students working on term papers. March 1971–September 1972.

Dissertation, University of Minnesota, and summary articles in professional journals planned.

Assistance from University of Minnesota Computer Center.

WILLARD, WAYNE E. Vice President of Academic Affairs, Thorton Community College, South Holland, Illinois 60473. (312) 596-2000.

1073 *Problems of International Students Attending Public Junior Colleges*

Questionnaire forms were mailed in November 1971 to each cooperating college for its international students to complete. Purpose: To identify and compare problems perceived by international students and subgroups of international students enrolled in public junior colleges in Illinois. July 1971–June 1972.

Dissertation, Florida State University, planned.

WILLIAMS, DONALD T., Jr. Assistant Professor of Higher Education, M209 Miller Hall, University of Washington, Seattle, Washington 98105. (206) 543-1891.

1074 *Theories in Higher Education*

A synoptic attempt to identify and organize relationships between the goals, environments, institutions, activities, people, and outcomes of higher education by synthesizing all existing empirical knowledge about higher education. Purpose: The synthesis of research data and development of a framework around which those who do research and teaching about higher education can focus their efforts and relate these efforts to the work of their colleagues. Fall 1968–ongoing.

"Study and Theories in Higher Education," April 1971. Journal articles and monographs planned.

WILLIAMS, HOWARD Y. see Ruth E. Eckert, 294.

WILLIAMS, ROBERT T. Director of Planning and Research, Public School System, Wake County, North Carolina; and Principal Researcher, Center for Occupational Education, North Carolina State University. P.O. Box 5096, Raleigh, North Carolina 27607.

1075 *Program Planning in Occupational Education*

Data on employment demand in 107 occupations in North Carolina were taken from a 1966-1970 area skills survey, and enrollment and completion rate data for training programs in these occupations were collected from records of secondary school classes, technical institutes, and community colleges. Purpose: To develop a procedure for using occupational supply and demand data in state-wide planning of programs in occupational education. The study stresses the need for output data and the implementation of follow-up studies. 1971.

An Analysis of Supply and Demand Data for Program Planning in Occupational Education, Technical Paper No. 11, Center for Occupational Education, 1971.

U.S. Office of Education.

WILLIAMS, VERNON and DILLON, R. D. University of Nebraska, Agricultural Experiment Station, Lincoln, Nebraska 68508.

1076 *Evaluation of the Agricultural College Honors Program*

A multi-part instrument concerning values, involvement, skills application, and student faculty interaction was given to all freshmen entering the College of Agriculture who were eligible for the Honor Program, a control group selected from the same entering class, and the Honors faculty in the College. Cluster analysis techniques were used to determine differences within and among Honor students, control groups, and Honors faculty for items or groups of items on the questionnaire. Purpose: To determine the extent to which established objectives of the College of Agriculture Honor Program are being accomplished. Completed 1971.

Journal articles planned.

1077 *Attitudes of Agriculture Students*

A random sample of 300 agriculture students and all agriculture faculty were asked to complete a questionnaire regarding their views on the goals of college education, degree of student participation in educational decision-making, and student-faculty interaction. Purpose: The information may be used to plan future educational programs in agriculture. Completed 1971.

Journal articles planned.

WILLIAMSON, W. J. Institutional Research and Planning, 111 University Hall, University of Alberta. Edmonton, Alberta. (403) 432-5295.

1078 *Commuting Students at the University of Alberta*

An extensive questionnaire survey of the University's student body regarding use of informal time and transportation. Purpose: To investigate the commuting student phenomenon and to ascertain their needs with respect to campus facilities. August 1970–June 1972.

Institutional Research and Planning.

WILLIE, CHARLES V. Professor and Chairman, Department of Sociology, School of Liberal Arts and the Maxwell School, Syracuse University. Reid Cottage, 201 University Place, Syracuse, New York 13210.

1079 *Black Students at White Colleges*

The study involves four institutions in central New York State, including public and private, four-year and two-year, urban and rural, resident and non-resident, that together enroll some 400 black students. A biracial two-man observation team conducted in-depth interviews with black students; tape-recordings of biweekly black student forums meeting on all four campuses throughout the school year gave first-hand student viewpoints on mutual problems; and a questionnaire was administered to both black and white students to delineate between problems due to race and those common to all freshmen. Purpose: To report on the black experience at predominantly white college campuses, and to study systematically student backgrounds, black student activities, and evidences of separatist and integrationist pressures. July 1969–September 1970.

Book to be published by Praeger in 1972.

Ford Foundation.

WILLINGHAM, WARREN W. Senior Research Psychologist, College Entrance Examination Board. Suite No. 363, 800 Welch Road, Palo Alto, California 94304. (415) 328-6150.

1080 *The Higher Education Transfer Problem*

A review of literature, recent data, and trends regarding the transfer problem. Purpose: To make suggestions for action. October 1971–February 1972.

A report is planned in the series of research reviews of the ERIC Clearinghouse on Higher Education, Suite 630, One Dupont Circle, Washington, D.C. 20036.

WILSON, KENNETH M. College Research Center for Interinstitutional Cooperation in Institutional Research, Educational Testing Service, Princeton, New Jersey 08540. (609) 921-9000.

1081 *Interinstitutional Research on Student Development*

Since July 1970 the College Research Center–a cooperative institutional research center for Briarcliff, Hollins, Mount Holyoke, Randolph-Macon Woman's, Trinity, Vassar, and Wheaton Colleges–has been affiliated with Educational Testing Service. It assists the participating colleges in a continuing program of institutional research on the assumption that formal, data-oriented, empirically-based methods of analysis can be useful for self-study, planning, and evaluation on every campus, and that an interinstitutional approach to data collection can permit comparative perspective for the participating institutions. A continuing program of studies among the member colleges focuses 1. on the characteristics of entering students by means of standard survey procedures; 2. the experience of students during the college years as reflected in a variety of progress measures such as grades, choice of field, attrition versus graduation, etc.; and 3. the relationships between these two types of information. The development of a larger constituency than the seven current members is being explored. Purpose: To study characteristics and experiences of students in the seven colleges involved in the College Research Center. 1960–ongoing.

Periodic memoranda to participating institutions, abstracted in "Abstracts of Center Research Reports: 1970 and 1971," January 3, 1972.

Participating colleges with assistance from the Educational Testing Service.

Institutional Barriers to the Participation of Women in Postsecondary Education, see Rodney T. Hartnett, 419.

WILSON, O. MEREDITH Director, Center for Advanced Study in the Behavioral Sciences. 202 Junipero Serra Boulevard, Stanford, California 94305. (415) 321-2052; and **HARLAND BLOLAND**, Associate Professor, Division of Administration, School of Education, New York University, 4 Washington Place, New York, New York 10003. (212) 598-2915.

1082 *Washington Higher Education Secretariat*

A study of 14 associations that make up a higher education community in Washington, the interorganizational dynamics of this community, and its role in the national higher education system. The study included a comparative examination of the major objectives, structures, fiscal policies and programs of the Secretariat associations. Data were collected on the associations and related organizations through the use of interviews and questionnaires, and through a review of association reports, constitutions, and other relevant published materials. Purpose: To assist the associations in assessing the current structure and functioning of the Secretariat community. February–December 1971.

Associations belonging to the Secretariat, $23,000.

WILSON, ROBERT C. Research Psychologist, Center for Research and Development in Higher Education, University of California, Berkeley, 2150 Shattuck Avenue, Berkeley, California 94704. (415) 642-1960.

1083 *Validation and Evaluation of Instruments for Teaching Evaluation and Faculty Impact on Student*

The refinement and field testing of instruments for student, colleague, and self-evaluation of teaching effectiveness, and relating these instruments to other information on faculty impact on students. Previous findings on effective teaching and learning and faculty impact on students are being validated and refined by expanding the range of institutions and types of students surveyed, and a series of feed-back seminars is being held. Purpose: To evaluate the usefulness of such research for the improvement of college and university teaching. December 1971–June 1972.

Articles planned for journals of higher education, and possible Center monograph.

U.S. Office of Education through Center for Research and Development in Higher Education, Berkeley, California.

WILSON, ROBERT C. and JERRY G. GAFF, Center for Research and Development in Higher

Education, University of California, Berkeley, 2150 Shattuck Avenue, Berkeley, California 94704. (415) 642-1969.

1084 *Faculty Characteristics and Faculty Influence on Students*

A two-part project: 1. A questionnaire survey of faculty members in six diverse colleges and universities concerning their values, attitudes, and activities related to their teaching roles and including the importance of teaching, alternative teaching styles, faculty cultures, relationships with students outside of class, and attitudes toward educational change and student participation in policymaking. 2. A survey of faculty members in eight colleges and universities coordinated with a longitudinal change study of students and covering the characteristics of faculty who have impact on the lives of students, the nature of significant student-faculty relationships, experiences of students who become more intellectually disposed, the consequences of out-of-class interaction, and the settings that facilitate effective teaching and learning. Purpose: To determine the ways in which faculty members with different characteristics influence or fail to influence various kinds of students and to develop instruments and guidelines which will assist institutions in improving teaching. 1967–1972.

"Moving the Faculty," *Change*, 2:5 (September-October 1970) pp. 10-12; "Faculty Culture and Interdisciplinary Studies," *Journal of Higher Education*, 42:3 (March 1971) 186-201; "Faculty Values and Improving Teaching," in G. Kerry Smith (Ed.), *New Teaching New Learning* (San Francisco: Jossey-Bass, 1971) pp. 39-46; "The Teaching Environment," *AAUP Bulletin*, 57:4 (Winter 1971) pp. 475-493. Final reports to be published by the Center for Research and Development in Higher Education. Possible books planned.

U.S. Office of Education.

1085 Listing renumbered.

WILTON, D. A. see R. W. Crowley, 243.

WINCHESTER, E. ANNE Director of Special Studies, Council on Higher Education, State of Washington, 1020 East Fifth Street, Olympia, Washington 98501. (206) 753-2210.

1086 *Articulation and Transfer of Credits*

A study of transfer policies and procedures of institutions of higher education in Washington state, including the acceptance of the A.A., transfer of credit, student mobility, student transcript evaluation, and an inventory of degrees awarded by the institutions. Preliminary report ready January 1972; ongoing thereafter.

1087 *Minority Programs*

A review and evaluation of programs for minority students, including an analysis of enrollments and staffing patterns, an examination of policies related to admissions, recruitment, financial aid, minority employment, counseling, tutorial programs, etc. Completed January 1972.

1088 *Sabbaticals–Professional Leaves*

A case study approach examining in depth the value and specific uses of professional leaves at the request of the Legislative Budget Committee. Completed January 1972.

1089 *Foreign Students Enrollment in Washington State*

A study of foreign student enrollment policies examining tuition and fee charges and the problems associated with attendance of students in Washington state institutions. Report ready September 1972.

WING, PAUL Research Associate, Research Unit, National Center for Higher Education Management Systems at WICHE, P.O. Drawer P, Boulder, Colorado 80302. (303) 449-3333.

1090 *Statewide Planning Systems*

This project is undertaking the conceptualization of state-wide planning and management systems resulting in the design specifications for additional projects such as analysis of manpower trends, supply-demand models, statewide planning and resource allocation models, information systems for statewide higher education, a statewide student flow model, and a program classification structure for state-level planning and budgeting. Initially, major goals and issues are being identified and the decisions and variables relevant to statewide planning and resource allocation classified. Purpose: To meet the need for tools and techniques to aid in statewide planning and resource allocation. Ongoing.

Statewide Planning for Postsecondary Education: Issues and Design, available from NCHEMS at WICHE for $3.50.

Ford Foundation grant to NCHEMS at WICHE for the Research Unit.

WINKWORTH, JOHN M. see Lawrence A. Braskamp, 125.

WINSTEAD, PHILIP see James Shultz, 917.

WISE, W. MAX Professor of Higher and Adult Education, Department of Higher and Adult Education, Teachers College, Columbia University, New York, New York 10027. (212) 870-4891.

1091 ***Working with the Adult Student in Nontraditional Higher Education: A Study of Advising and Tutorial Functions in Selected Programs***

The organization and functioning of undergraduate programs for adults in five American institutions and the British Open University will be studied and interviews conducted with a sample of faculty in these programs. Data will be collected on the effects of organizational characteristics, such as the extent and nature of student faculty contact, method of evaluation of students and flexibility of study programs, and on the distinctive characteristics of adult students—their backgrounds, their views of self and society and their aspirations. Purpose: To discuss the hypothesis that the distinctive features of "nontraditional" academic programs for adults and the distinctiveness of the students require unique conceptions of advising and tutorial supervision of study when compared to "typical" college students. May 1972–Summer 1974.

Two or three brief publications planned, aimed at faculty and administrators.

WISHART, PATRICIA see Blair Stewart, 963 and 964.

WITHEY, STEPHEN B. Professor of Psychology and Program Director, Institute for Social Research, The University of Michigan, Ann Arbor, Michigan 48106. (313) 764-8366.

1092 ***Correlates and Consequences of a College Education***

Review of relevant social science research for the past 25 years. Purpose: To ascertain impact of college attendance. November 1969–October 1971.

Sponsored research report (book), *A Degree and What Else? Correlates and Consequences of a College Education*, October 1971.

Carnegie Commission on Higher Education.

WITMER, DAVID R. Director of Institutional Studies and Academic Planning, Board of Regents, University of Wisconsin System, 142 East Gilman Street, Madison, Wisconsin 53703. (608) 266-0166.

1093 ***Institutional Studies and Academic Planning***

Continuing research on benefits and costs in higher education, using data from UW files and special surveys, follow-up studies of former students, using data from UW Placement Office and special surveys, administration of higher education, using data from UW files, and higher education and the law, using data from cases that involve the Board of Regents. Purpose: To develop intelligence upon which to make policy and procedural recommendations such as suggested revisions in resource allocations to the Board of Regents. Ongoing.

"Economic Benefits of College Education," *Review of Educational Research*, 40:4 (1970) 511-523; *The Value of College Education: A Benefit Cost Analysis of Major Programs of Study in Wisconsin State Universities*, Ann Arbor: University of Michigan Press, January 1971; "Cost Studies in Higher Education," *Review of Educational Research*, February 1972; *Special Alumni Survey, Second Report* planned 1972; and *Seventy Years of Follow-up Studies* planned for 1973.

WITTROCK, MERLIN C. School of Education, 321 Moore Hall, University of California, Los Angeles, Los Angeles, California 90024. (213) 825-2621.

1094 ***The Interpreting and Image Analysis of Semantic Differential Data***

Sixty-two professors and 425 college students were asked to describe their attitudes toward public school teachers. Analysis emphasized shifts from level to level, with professional attitudes increasing from freshman to sophomore years, and positive correlation occuring between attitudes of liberal arts professors and their students. Purpose: To find out the reaction of students and professors to the term "public school teacher." 1962–1972.

With D. E. Wiley and McNeil, "The Connotative Meaning of Concepts: Interpreting & Design," *Educational and Psychological Measurement*, 27 (1967) 836-869; D. E. Wiley and M. C. Wittrock, *The Evaluation of Instruction: Issues & Problems*, Holt, Rinehart & Winston, 1970; article planned for professional journal on the analysis of semantic differential data, June 1972.

Ford Foundation, and U.S. Office of Education.

1095 *Organization and Memory*

Groups of students were asked to memorize lists of 50 words: One receiving an hierarchically-ordered list; the second told that the list may be conveniently ordered; and the third given no further instructions. Purpose: To provide information on how to facilitate the useful remembrance of cognitively organized subject matter through the use of a logical hierarchy, and to adapt that facility to organized bodies of content. "Effects of Hierarchical Organization on Free Recall"; "Encoding Processes and Hierarchical Organization in Free Recall," in process.

Ford Foundation.

WOLF, C. UMHAU Director, Lutheran Institute for Religious Studies. Seguin, Texas 78155.

1096 *Influence of Various Types of Adult Education on Trust toward Peers and Authorities*

Pilot study of the influence of various types of adult education (e.g., seminars, encounter groups, conferences) on trust of clergy and college students toward peers and authorities. The instrument used is an adaptation of Sidner Jourard's "Questionnaire for Measuring Trust Between Subjects and Experimenters in Relation to Other Persons," (*Disclosing Man to Himself*, Van Nostrand, Inc., Princeton, p. 30ff.) Purpose: To determine the influence of adult education courses in these two areas. July 1970–June 1971.

Journal articles planned.

WOLFE, HELEN B. Chief, Bureau of Research in Higher and Professional Education, New York State Education Department. Twin Towers Building, Suite 1923, 99 Washington Avenue, Albany, New York 12210. (518) 474-5091.

1097 *Barriers Affecting the Pursuit of Higher Education by New York State High School Seniors*

A three-phase longitudinal study is underway. 1. An initial questionnaire was completed in June 1968 by 5175 high school seniors. 2. Six months later a second questionnaire was mailed to 20 percent of the Phase I respondents. 3. In December 1969 one-half of the respondents to that questionnaire and one-half of the nonrespondents were selected for telephone interviews regarding barriers such as familial economic factors, distance from higher education institutions, scholastic standing, peer values and influences, familial values and influences, impact of the secondary school guidance program, social class, and sex. Purpose: To fulfill the request by the Regents of the Univesity of the State of New York "that research can be undertaken to ascertain the reasons for the loss of talented students from the formal educational structure at the end of high school." June 1968–Winter 1972. Reports on Phase I published August 1969 and on Phase II, July 1970; final report planned.

New York State Education Department.

WOLFLE, DAEL Professor of Public Affairs, Graduate School of Public Affairs, University of Washington. Seattle, Washington 98195. (206) 543-4920.

1098 *The University as an Agency for Conducting Scientific Research*

An historical summary of the reasons the university became the principal home of scientific research in the United States, of the possible alternatives to the university, of the effects of the choice upon research and upon the university, the expansion of research support following World War II, and current changes or possible changes in the university's research role. Purpose: To assist in understanding the historical setting and policy issues involved in current consideration of university research responsibilities. September 1970–September 1971.

The Home of Science: The Role of the University, New York, McGraw-Hill, April 1972.

Carnegie Commission on Higher Education.

WOLFSON, W. G. Principal, Systems Research Group. 252 Bloor Street West, Fifth Floor, Toronto, Ontario. (416) 964-8411.

1099 *Implementing the Connect/Campus Planning System in Wheaton College and Hostos College*

Development and implementation of a long range planning and resource allocation simulation model for an independent liberal arts college and a campus of the City University of New York, involving data collection and extensive interviews with the staffs. Purpose: To develop quantitative evaluation of outputs and to integrate this information into the decisionmaking process. May 1970–October 1971.

Wheaton project report available from the Esso Educational Foundation; Hostos project report available from the City University of New York.

Esso Educational Foundation (Wheaton) and City University of New York (Hostos).

1100 *Simulation and Evaluation of the Cost/Effectiveness of Alternative Educational Systems for the United States Air Force Air Academy and Air University*

Previous cost, cost/effectiveness, and effectiveness models of educational systems are being reviewed and assessed. Purpose: Based on this review, a conceptual systems design of a set of cost/effectiveness models customized for the Air Academy and the Air University will be produced, covering the areas of input, input editing, output reports, model logic, experimental capabilities, etc. July–December 1971.

The Human Resources Laboratory, Systems Command, United States Air Force.

WOMACK, FARRIS W. see Fred J. Taylor, 988.

WOOLF, WILLIAM B. Director of Administration and Associate Secretary and **MARYSE EYMONERIE**, Survey Director, American Association of University Professors, Suite 500, One Dupont Circle, Washington, D.C. 20036, (202) 466-8050.

1101 *Economic Status of the Profession*

An annual survey of compensation (salary plus fringe benefits) of full-time faculty members at accredited institutions of higher education. Purpose: The annual report contains statistical data analyzed by type of institution, type of control, geographic region and academic rank plus the listing of data for individual participating institutions including average compensation by rank, fringe benefits as a percentage of average salary, salary quartiles and salary increases for faculty on staff both years. Additional analyses can be obtained at minimal cost upon request. Questionnaires are distributed each September for the ensuing academic year and due back November 1 (except in 1971, when, because of the Wage-Price Freeze, the deadline was extended to January 14, 1972). 1957–ongoing.

Preliminary reports are released at the spring Annual Meetings of the Association, with publication each June in the summer issue of the *AAUP Bulletin*

WORTHAM, OFFIE C. Director of Systems/Research, National Scholarship Service and Fund for Negro Students, 1776 Broadway, New York, New York 10019; **ROBERT J. PANOS** Director, Survey Research Services, National Computer Systems, 4401 West 76th Street, Minneapolis, Minnesota 55435, (612) 920-3670; and **CLARENCE H. BRADFORD** Assistant Professor of Education, University of California, Los Angeles, Los Angeles, California 90024.

1102 *Longitudinal Studies of Black Youth at the Interface of Secondary School and Continuing Education: An Action Program with Data Bases for Applied Research*

The National Scholarship Service and Fund for Negro Students, through National Computer Systems, is surveying as many black youths as possible during their junior year in secondary school to offer counseling and guidance free of charge regarding the most appropriate colleges for them in terms of admissions and financial aid. An initial cohort of 54,000 black secondary school juniors was reached through high school counselors in 1970, out of approximately 250,000 in the nation. During their senior year the participants receive college referral information through NCS' computerized "fit" service. Plans call for follow-up surveys of each cohort during their senior high school year, their freshman, junior, and senior college year, and one year after graduation. Purpose: Beyond the initial purpose of counseling and guidance for college referrals, the survey system has been designed to provide career counseling, job placement counseling, and vocational education counseling for non-college oriented students; and to provide a longitudinal base of data on educational and career patterns and on attitudinal, motivational, and environmental variables related to the students' growth and development. Spring

1970–ongoing, dependent on funding.

Research reports planned on an annual flow basis, with eventual journal articles and monographs.

National Scholarship Service and Fund for Negro Students.

WORTHEN, BLAINE R. Associate Professor of Education and Co-Director, Laboratory of Educational Research, University of Colorado, Boulder, Colorado 80302, (303) 443-2211, ext. 8339 and **ARLISS L. ROADEN**, Dean of the Graduate School, Ohio State University, Columbus, Ohio 43210, (614) 422-7067.

1103 *Impact of Research Assistance Experience on the Career Development and Productivity of Educational Researchers*

A two-phase study: 1. A survey of 5000 AERA members regarding their research assistance experience and later career development, which indicates that a genuine (rather than an ersatz) research assistantship is positively correlated with later career success. 2. A survey of 200 educational researchers to determine the correlation between their research productivity and their prior experiences and institutional environments. Purpose: To determine the effect of a research assistantship on later life and also to determine the relationship between research productivity and environment. 1968–1972.

"The Impact of Research Assistantship Experience on the Subsequent Career Development of Educational Researchers," (1968), and "Relationships between Research Productivity and Specific Antecedent Experiences as a Research Assistant," (1971); both available from William J. Gephart, Research Director, Phi Delta Kappa International, Sixth and Union Streets, Bloomington, Indiana 47402. Monograph planned in 1972-73.

Phi Delta Kappa International.

WORTHEN, BLAINE R. Associate Professor of Education, **RONALD D. ANDERSON**, Professor of Education, and **MAUREEN L. BYERS**, Research Associate, University of Colorado, Boulder, Colorado 80302. (303) 443-2211, ext. 8339.

1104 *Selected Factors Related to the Training of Researchers, Developers, Diffusors, and Evaluators in Education*

The Task Force on Research Training of the American Educational Research Association is completing an omnibus study of the training of educational researchers, developers, diffusors, and evaluators, including the identification and description of exemplary RDDE centers throughout the country, the skills and competencies needed by educational RDDE personnel, the need for these personnel in the future, a synthesis of all prior research regarding the training of these practitioners, and a survey of all existing training programs for educational RDDE personnel in the United States. Purpose: to report the current status of, and recommend improvements in, the training of educational RDDE personnel. October 1970–January 1972.

Blaine R. Worthen, Ronald D. Anderson, and Maureen L. Byers, *A Study of Selected Factors Related to the Training of Researchers, Developers, Diffusors and Evaluators in Education*, Boulder, Colorado: AERA Task Force on Research Training, November 1971, available from American Educational Research Association, 1126 Sixteenth Street N.W., Washington, D.C. 20036. A notebook describing all current training programs in educational research is available from John Egermier, Chief, Research Training Branch, U.S. Office of Education, Washington, D.C. 20202.

U.S. Office of Education.

WRIGHT, ROBERT E. University of Washington, 20217 8th Avenue, N.E., Seattle, Washington 98155. (206) 364-0169.

1105 *Doctoral Level Programs for the Training of Teachers for Undergraduate Colleges: The Doctor of Arts (D.A.) Degree*

This study grew out of the "teaching vs. research" controversy which led to the establishment of Doctor of Arts degree programs in many universities throughout the United States. Purpose: To compare the content of these programs with the characteristics desired by colleges that potentially will hire the candidates. Ongoing.

WRIGHT, STEPHEN J. Vice President, College Entrance Examination Board, 888 Seventh Avenue, New York, New York 10019. (212) 582-6210.

1106 *Literature on Predominantly Negro Colleges*

A review of the literature of the past five years on the state and condition of predominantly Negro colleges and universities, to be published as a report by the ERIC Clearinghouse on Higher Education, Suite 630, One Dupont Circle, Washington, D.C. 20036, December 1971.

ERIC Clearinghouse on Higher Education.

WRIGHTSMAN, LAWRENCE S. Department of Psychology, George Peabody College for Teachers, Nashville, Tennessee 37203. (615) 327-8295.

1107 *Changes in Attitudes and Personalities of Incoming Freshmen Classes*

Since 1962, seven entering freshman classes at George Peabody have completed the Taylor Manifest Anxiety Scale and Wrightman's Philosophies of Human Nature Scale, which measures beliefs about six characteristics of human nature such as trustworthiness, altruism, and independence. A 50 percent increase in manifest anxiety occurred between 1962 and 1970; and significant increases in cynicism, distrust, and a negative view of human nature developed until 1968 but have held stable since then. Purpose: To document trends in student attitudes and help faculty know their students better. 1962–ongoing.

Lawrence S. Wrightsman and Norma J. Baker, "Where Have All the Idealistic, Imperturbable Freshmen Gone?" *Proceedings* 77th Annual Convention, American Psychological Association, 3 (1969) 299-300. Book on *Philosophies of Human Nature* forthcoming.

YALOM, IRVIN D. see Morton A. Lieberman, 604.

YEOMANS, THOMAS Assistant Director, DRICE (Development and Research in Confluent Education), and **GEORGE I. BROWN**, Professor of Education, Graduate School of Education, University of California, Santa Barbara. Santa Barbara, California 93106. (805) 961-2501.

1108 *Effects of Training in Confluent Education*

Confluent education seeks to integrate the affective and cognitive domains of learning. Training includes approaches and techniques drawn from encounter, Gestalt, and humanistic psychology. This study evaluates the general hypothesis that teaching integrating the affective with the cognitive domain results in learning which exhibits more creativity and higher achievement, coupled with greater student motivation for learning. It examines the effect on students in junior college English classes of teaching by instructors who have received inservice training in the approaches and methodology of confluent education. Purpose: Using treatment and control groups, students' orientation toward their work will be pre- and post-tested, and an example of their work will be rated by outside readers for originality, creativity, and mastery of the subject matter. February–June 1972.

Dissertation, University of California, Santa Barbara.

Ford Foundation through DRICE (Development and Research in Confluent Education), a research and development project.

YODER, JOHN S. Dean of Academic Affairs, National College of Business. P.O. Box 1628, Rapid City, South Dakota 57701. (605) 348-1200.

1109 *Selected National Denominational Boards Concerned with Higher Education*

A case study involving the Division of Higher Education of the United Methodist Church, the General Division of Higher Education of the Presbyterian Church, the Board of College Education and Church Vocations of the Lutheran Church in America, and the Board for Higher Education of the Lutheran Church in Missouri Synod. Purpose: To determine the present effectiveness and future direction of these boards in aiding church-related higher education. Interviews were held with the executive officers of each of the boards and printed documents reviewed. A questionnaire was sent to the president of all colleges related to each denomination soliciting their opinions about the effectiveness of their respective board. 1968–August 1972.

Dissertation.

YONGE, GEORGE, Associate Professor of Education, (916) 752-2621; and **MARY REGAN,** Associate Professor of Applied Behavioral Science, (916) 752-1809; University of California, Davis. Davis, California 95616.

1110 *Personality Development of Students*

A test-retest longitudinal study of Davis incoming freshmen between 1963 and 1966 and then four years later as seniors. The study employed the Omnibus Personality Inventory and extensive background questionnaires. Purpose: To discover and describe some of the correlates of personality development and change in attitude over four years. 1963–ongoing.

Journal articles and monographs planned.

Assistance from University of California at Davis intramural fund and Center for Research and Development in Higher Education.

YOUNG, DAVID B. Associate Professor of Education and Director, Educational Personnel Development Center, Division of Education, University of Maryland, Baltimore County, 5401 Wilkens Avenue, Baltimore, Maryland 21228. (301) 455-2304.

1111 *A Collaborative Model for Teacher Preparation*

The "collaborative center" approach to teacher training involves a partnership between a university, a school system, and a community with shared funding and control of teacher preparation and inservice education. As part of their preparation, students go into the schools during their freshman and sophomore years and work with a number of teachers in their classrooms, rather than student teaching under only one professional. These students' attitudes towards teaching are being measured before and after their first field experience and later before and after student teaching, and performance data on their teaching is being gathered by video-tape recording. These changes in attitude and performance data are being compared to those of a control group of students who took conventional student teaching and methods courses. Purpose: To test the effects of integrating theory and practice and of working with more than one supervising teacher through the collaborative center model. 1967–ongoing.

"Teacher Education Centers Make a Difference," American Educational Research Association conference, 1969. Professional papers or monographs planned.

1112 *Alternative Supervisory Conference Strategies*

A systems approach is being used to analyze the variables involved in counseling conferences between a supervisory teacher and another teacher or between a teacher and a student teacher. Micro-teaching sessions are held, and the subsequent supervisory conferences are video-taped and the interaction analyzed. Purpose: To learn how to modify the supervisor's behavior so as to modify the teacher's behavior. 1970–ongoing.

"Using a Systems Approach to Develop and Research Supervisory Conference Strategies," American Education Research Association Conference, 1971, and "Individually Prescribed Supervisory Training Protocols Based on Comprehensive Analysis of a Trainee's Conference," AERA Symposium, New York, New York, February 1971.

YOUNG, RICHARD E. Department of Humanities, Natural Resource Building, College of Engineering, The University of Michigan, Ann Arbor, Michigan 48108, (313) 764-1420; and FRANK M. KOEN, Associate Professor of Psychology, The University of Michigan, 255 City Center Building, Ann Arbor, Michigan 48108, (313) 764-7258.

1113 *Improvement in Writing through the Use of a Systematic Heuristic Procedure in the Pre-Writing Phase*

Changes in the writing capacities of students in a senior-level elective course for engineers, based on a theory of tagmemic rhetoric are being measured through pre- and post-tests on several dimensions including the quality of the pre-writing exploration of ill-defined problems and the quality of the finished products. Students' perceptions of the course and the instructor are being obtained. Purpose: To test specific methods of teaching the rhetoric theory. September 1971–August 1972.

A final report, a manual for teachers using the associated textbook, and articles in professional journals are planned.

National Endowment for the Humanities.

YOUNG, WILLIAM Dean of Education, Chicago State University, 6800 South Stewart Avenue, Chicago, Illinois 60621. (312) 224-3900, ext. 327.

1114 *The Renovation of an Urban Teacher Training Program*

Chicago State University has designated a 13-member Task Force. A series of workshops is being conducted with CSU faculty and with Chicago Public School administrators, principals, teachers, and community leaders to incorporate their thinking into the planning process. From the research, observations, and workshop sessions a new program will be organized to prepare teachers for work in schools serving children from low-income urban neighborhoods. Purpose: To research existing teacher training programs throughout the country and to observe teachers in actual work situations. October 1971–June 1972.

Sears Roebuck Foundation, $9,725.

YUKER, HAROLD E. Director, Center for the Study of Higher Education, Hofstra University, 59 Meadowbrook Place, Hempstead, New York 11550. (516) 560-3328.

1115 *Correlates of Performance and Persistence at Hofstra University*

A longitudinal study of the characteristics of students at Hofstra University beginning with the freshman class of 1964 and continuing indefinitely with the expectation of establishing an ongoing data bank and assisting in the prediction of student persistence versus nonpersistence. Data on the freshman classes up to and including the 1971 class have been gathered. Application forms and descriptive measures of future applicants are being reassessed. Purpose: To establish a more useful data bank. 1969–ongoing.

Reports are issued periodically.

ZACHARIADIS, CHRISTOFER Division of Higher Education, University of California, Berkeley, California 94720. (415) 654-5153.

1116 *A Model for Educational Development in Cyprus*

Using available data published by Cyprian government agencies, a model for educational development in underdeveloped and developing nations is being constructed, incorporating humanistic criteria for education as presented by practitioners such as Maslow, Rogers, and Brown, and by organizations such as the Council of Europe, rather than economic criteria. Research began with the creation of a theory of educational development and was followed by an analysis of the Cyprian situation. Purpose: To make prognoses for further development. Winter 1971–Spring 1972.

Dissertation planned.

ZAHARCHUK, T. M. Project Co-ordinator, Educational Planning Division, Systems Research Group, 252 Bloor Street West, Fifth Floor, Toronto, Ontario. (416) 964-8411.

1117 *Project To Implement the Connect/Campus Planning System for the State University of New York Construction Fund, Utica/Rome College*

The basic task of the project was to collect data from interviews and documents in order to input the Connect/Campus Planning Model so that its structure bore a close resemblance to the yet unestablished Utica/Rome College. When the Model was input, it was run a number of times under different assumptions to simulate to college operations under different modes of operation. Of major interest were the requirements for different types of teaching and nonteaching space generated by the various simulation runs. These were compared to the existing space standards of the State University of New York. Purpose: To assist in assessing the resource implications of all tentative educational policies being considered for the embryonic years of Utica/Rome, 1975-80. January 1971–January 1972.

A project report is available at the State University of New York, Construction Fund.

The State University of New York, Construction Fund.

ZIEGLER, WARREN see Lionel J. Livesey, Jr., 617.

ZINN, KARL L. Research Scientist, Center for Research on Learning and Teaching, University of Michigan, and Associate Director, MERIT Computer network, 109 East Madison, Ann Arbor, Michigan 48104. (313) 763-0158.

1118 *Extending University Computing Resources into College Learning Activities*

Project EXTEND is extending educational computing resources and computer-based learning aids from Michigan State University, The University of Michigan, and Wayne State University to a sample of colleges and community colleges in the state of Michigan. Participating colleges access the programs from remote terminals which are linked by telephone lines to general-purpose computers at the universities. Project EXTEND also functions as a point of exchange for existing computer programs, ideas, and experiences from institutions of all sizes in the state, in conjunction with the MERIT Network Computing Project (Michigan Educational Research and Information Triad, Inc.) which is connecting the central computing facilities of Michigan's largest universities. Purpose: While extending existing computer-based learning resources to other colleges, Project EXTEND hopes to make these resources more relevant for undergraduate students and teachers and more usable for new and infrequent computer users. In addition, the project should produce a set of training and reference materials for the initiation of computer applications in college courses and independent study programs without the need for extensive consultation with computer experts. May 1971—April 1973.

"Project EXTEND: An Introduction"; biennial progress reports expected beginning November 1971; final report planned, some parts of the final report will be distributed more widely as journal and magazine publications, or a short version of the entire report may be published in soft cover.

Esso Education Foundation.

ZULLO, THOMAS G. Assistant Professor, Educational Research, Dental School, 427 Salk Hall, University of Pennsylvania. Pittsburgh, Pennsylvania 15213. (412) 683-1620, ext. 305.

1119 *Predicting Success in Dental School*

Factor scores and factor analysis of data from three classes are being used. Purpose: To reduce prediction errors and enhance the multiple regression equation primarily for dentistry, and for other applications as well. September 1970—ongoing.

Monographs and journal articles planned.

U.S. Public Health Service.

ZWINGLE, J. L. President, Association of Governing Boards of Universities and Colleges, One Dupont Circle, Washington, D.C. 20036, (202) 296-8400; and **MABEL E. ROGERS**, Assistant to the President, Mt. Vernon College. Washington, D.C. 20007, (202) 331-3400.

1120 *State Boards Responsible for Higher Education—1970*

This study will provide, in a single volume, definitive information on the organization, administration, and operational patterns of boards responsible for public higher education in each state, the District of Columbia, and U.S. territories and possessions, and classify the types of public institutional units for which each board is responsible. In addition, the report will indicate the extent of individual board involvement in state and regional planning, a factor that has significant impact on general educational planning in the public domain. Purpose: To update *State Boards Responsible for Higher Education* by S. V. Martorana and Ernest V. Hollis, 1960, which has been out of print since September 1967.

Report planned for early 1972 by the Government Printing Office. Because of the delay in its publication, some information will be out-of-date. Readers are invited to submit changes or additions directly to the Association of Governing Boards.

U.S. Office of Education, $10,000.

★ *LATE ENTRIES* ★

BURNS, RICHARD F. Professor, Western New England College. 1215 Wilbraham Road, Springfield, Massachusetts 01119. (413) 783-6131.

1121 *Planning and Support: The Relationship Between Private Colleges and Public Agencies*

A descriptive study examining the conditions and practices in 12 states between state government support for higher education and private institutions. Differences in practice are being noted, trends are being observed, and future directions will be predicted. January 1972—December 1972.

Dissertation, New York University.

CEDRAS, ANDRE J. Graduate Student, Wayne State University. 717 North Shore Drive, St. Clair Shores, Michigan 48080. (313) 772-4766 or 465-2121.

1122 *Ability Grouping and Academic Achievement among Community College Freshmen*

An empirical study of 3329 students in experimental, control, and comparative ability groups over a two and one-half year period. Purpose: To discern whether academic achievement is related functionally to ability grouping. January 1970—October 1971.

Dissertation.

DREIJMANIS, JOHN Chairman, Political Science Division, St. Thomas University, Fredericton, New Brunswick.

1123 *Occupational Alternatives for Political Scientists*

Statistics of academic employment of political scientists are reviewed in light of the changing market for college and university professors, and implications are drawn regarding the need for additional employment opportunities for political scientists outside of academic institutions. Ongoing.

"Occupational Alternative for Political Scientists," paper prepared for New England Political Science Association, April 21-22, 1972.

GINGRICH, STEWART L. Science Division Head, Henry Ford Community College, Dearborn, Michigan 48128. (313) 271-2750, ext. 280.

1124 *Black Student Characteristics*

Demographic data and responses to the Omnibus Personality Inventory have been gathered from community college enrollees in an urban community college. Purpose: To ascertain the values, attitudes, and life styles that the black student brings to the community college, and to better enable teachers and administrators to establish criteria for greater success, both qualitatively and quantitatively, for black students. Ongoing.

Dissertation planned.

HEIMS, FRANCES Adjunct Instructor, St. John's University. 45 West Creek Farms Road, Sands Point, New York 11050. (516) 883-4540.

1125 *Occurrence of Instrumentality and Socio-Emotionality in Adult Life States of Highly Educated Women and Their Impact on Factors Associated with Return to Graduate Education-Related Programs*

Information was obtained through precoded structured questionnaire to test six hypotheses regarding instrumentality and socio-emotionality relative to highly educated women's return to graduate education and related study—time of return, motivation to return, motivation at return, reality factors associated with return, number of vocational choices currently, and stability of vocational choice from college years to the present time. Purpose: To test two-factor theory (Herzberg) and traditional theory of job motivation and satisfaction using homemaking as the vocation and disengagements in the middle years, by exploring instrumentality and socio-emotionality at four life stages: college freshman, college senior, homemaking with young children, and return to education and study. 1971—Fall, 1972.

Dissertation, Higher Education Administration and Supervision, New York University.

LONO, J. MARK Director of Public Affairs, Drew University, Madison, New Jersey 07940. (201) 377-3000, ext. 235.

1126 *Relationships Between Selected Personality and Administrative Behavior Factors of College Presidents and Perceptions and Performance Evaluations of Them by their Constituencies*

A four-part study: 1. A survey of the literature regarding the place of faculty, student, and trustee evaluations of presidential performance in college administration. 2. Interviews with presidents of up to 20 small liberal arts colleges in the northeastern United States, during which a standard personality factor inventory will be administered and aspects of administrative behavior will be determined from an interview schedule and personal observation, to assess presidential personality and administrative behavior. 3. A questionnaire survey of selected students, faculty, and trustees at each of the colleges, asking their perceptions of the president's personality and administrative behavior. And 4. Analysis of the president's perceptions and behavior in comparison with the perceptions of their constituents, and of the factors which get positive or negative responses from the several constituencies. Purpose: To provide information about the types of presidential personality and administrative behavior which produce the most effective institutional working relationships, on the assumption that institutions, faculties, and students benefit from effective cooperation between a president and his constituencies. August 1972—March 1973.

Doctoral dissertation, Higher Education, New York University.

SCHWARTZ, MARTIN F. Professor and Chairman, Business Department, Rockland Community College, 145 College Road, Suffern, New York 10901. (914) 356-4650, ext. 217.

1127 *Attitudes of Faculty of Community Colleges in New York State Regarding*

Faculty Participation in the Governance of their Institutions

A survey of a sample of community college faculty members within The State University of New York regarding their attitudes towards participation in college governance. Attitudes were tested for significant associations with characteristics of the respondents and their attitudes on other matters. Purpose: To provide data useful in developing governance patterns. May 1968–May 1970.

STONE, THOMAS K. Associate Professor and Admissions Counselor, Oakland Community College, Highland Lakes Campus, 7350 Cooley Lake Road, Union Lake, Michigan 48085. (313) 363-7191, ext. 126.

1128 *Relationship Between Organizational Size and Member Satisfaction*

A study of the relationship between campus enrollment and student satisfaction at a public, coeducational, multi-campus commuter community college in southeastern Michigan during the winter session, 1970. Samples of students on the colleges' three campuses completed portions of the College and University Environment Scales and the College Student Questionnaire, and additional information was obtained from student and institutional records. Purpose: To explore the relationships between organizational size and member behavior, since few studies in higher education and none in community colleges have deliberately attempted to trace these relationships. September 1969–June 1971.

Dissertation.

SINGER, HENRY A. Executive Director, Human Resources Institute, Box 122, Westport, Connecticut 06880. (203) 227-4549.

1129 *Human Values and Administrators*

A follow-up study of 100 executives from a major corporation who took part in a management development program in 1962 and at that time completed the Allport-Vernon-Lindzey Study of Values questionnaire and other questionnaires dealing with individual choices, attitudes, and personal preferences. The executives are being retested to determine shifts in their values, attitudes, personal choices, and preferences during the past decade. Their professional and financial success is being evaluated, and a comparison made as to relationship, if any, between their values, choices, attitudes, and preferences, and their degree of success. In addition, a sample of college trustees from the institutions where many of these executives graduated are being given similar questionnaires, and a comparison is being made between these trustees, executives who are not trustees, and those executives who are trustees of colleges and universities in terms of these attitudinal variables. Purpose: To determine if individuals who place a higher emphasis on human values tend to move up through successful achievements and financial status within their profession and organization. 1962–1972.

Doctoral dissertation, Higher Education, New York University.

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